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ABSTRACT

Prepared as a coordinators' manual for program development, this document discusses the employment and occupational education of disadvantaged youth. Also discussed are related topics such as recreation and arts, availability of transportation to and from work, and drug use and abuse. Still other sections of the manual are devoted to the role of the youth coordinator in terms of: (1) fuller use of educational resources, (2) public contact and communications, (3) financial support from foundations, and (4) conference planning. The appendix provides additional resource materials useful to the program coordinator. These include names and addresses of: (1) State and Local Youth Coordinators, (2) Federal Youth Program Contacts, (3) National Alliance of Businessmen's (NAB) Youth Directors, (4) Department of Housing and Urban Development Regional Youth Coordinators, (5) 4-H Youth Development Leaders, (6) State Chamber of Commerce Executives, (7) State Elementary and Secondary Education Act-Title I Coordinators, and (8) Bureau of Outdoor Recreation State Liaison Officers. (JS)

PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY

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Youth Resources Manual for Coordinators

President's Council on Youth Opportunity
Vice President Spiro T. Agnew, Chairman
Washington, D.C. 20006
March 1971

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INTRODUCTION

This new YOUTH RESOURCES MANUAL for Coordinators has been prepared as a staff effort by the President's Council on Youth Opportunity, a Cabinet-level council that coordinates youth programming, especially for the disadvantaged, among Federal, State and local governmental and private groups. Vice President Spiro T. Agnew has been chairman of the council since 1969. Members are the heads of all Cabinet departments and agencies except Treasury, plus the Chairman of the Civil Service Commission, the Director of the Office of Economic Opportunity, and three White House aides to the President.

Chapters in the manual have been authored, and lists compiled, by Miss Maryann Urban, Mrs. Rosezina Dunn, Miss Mary Froning, Miss Elizabeth Fielding, Mrs. Mary McHenry and Miss Jan Nyberg, under the general direction of Elizabeth M. Fielding, public affairs director for the council. Principal production assistants were Mrs. Rosezina Dunn, Mrs. Deloris West, Mrs. Cynthia Freeman, and Mrs. Sally Boyd.

Additional copies of the manual may be requested by youth coordinators, both public and private, from Dr. Catharine Richards, HEW, Box 1182, Washington, D. C. 20013, until the supply is exhausted.

Henry M. Shine, Jr.

Henry M. Shine, Jr.
Executive Director

March 1971

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Chapter I

EMPLOYMENT

The U. S. youth unemployment problem is a serious one. The problem is widespread, existing in every community; the problem has many sides, involving vast entangling interrelationships of individuals, programs and approaches. Solving the problem requires planned community-wide efforts.

Within any community of some size there are many different approaches being tried and there are many different groups and programs at work. Experience indicates that the preferable approach and first priority in any given community is to try to bring some order and purpose to those worthwhile efforts already under way. Cooperation and coordination among individualistic efforts, including maintenance of a certain measure of autonomy and jurisdictional privilege, is the desired approach.

A good analysis of the existing youth employment and job preparation situation in the community is necessary. After defining a purpose and clear direction, contacts with existing operations are pursued. Initial contacts can be made with the groups and the individuals involved in job-related youth activities. After reaching conclusions consistent with an integrated, community-wide approach to the problem, it is necessary for the individual or committee involved in the analysis to develop a written and strategic plan for effecting an integrated approach.

YOUTH COORDINATOR ROLE

1. Planning

The most effective programs related to youth employment concerns have usually occurred in areas where there is a focal point that acts as catalyst and clearinghouse for development of a comprehensive program involving all public-private agencies dealing with job preparation, development, placement, and counseling.

These agencies -- Employment Service, National Alliance of Businessmen, labor unions, Community Action Agency, youth groups, United Fund, State and local government, Chamber of

Commerce, public schools, colleges and universities, private employment agencies, Federally-funded employment program sponsors and others -- should be organized into a general planning committee. Primary responsibility for developing a plan for a community should rest with a small working group.

The primary functions of the planning committee and its working group are to:

a. Identify and define the employment-related needs of the youth within the community or area.

b. Determine the changes in vocational education and general education curricula which are feasible and necessary for implementation of a community approach to the employment-related problems of youth.

c. Identify and help develop summer and part-time work experience opportunities.

d. Identify and direct public and private sector resources into the community-wide program.

e. Establish specific operational definitions relevant to the local community on "economically disadvantaged" youth; job certification, solicitation, and placement; "meaningful" employment and work experience opportunities, and others.

Current data on the employment and training needs of economically disadvantaged youth should be obtainable from the local Employment Service Office, the Regional Manpower Administrator, the Bureau of the Census, or the local school system.

Population of eligible youth should be identified in specific sub-categories according to: age, sex, geography, and vocational interest.

Priorities should be established first for summer and part-time work experience programs and subsequently for year-round programs featuring youth entrepreneurship, cooperative education-employment opportunities and youth motivation programs. Priorities should take into account:

a. Youth employment needs by specific category.

b. Availability of employment and training opportunities in the public and private sectors.

c. Availability of funds for youth entrepreneurial programs.

d. Availability of public funds for cooperative education-employment programs.

e. Degree of cooperation of the local school systems.

f. Degree of cooperation of the business-industrial community.

Specific qualitative and quantitative goals also should be established and should reflect both the needs of the youth population and the capacity of the public and private sectors to meet the demonstrated needs. These goals include:

a. Coordinate Registration and Recruiting -- Consult with public and private sector youth-serving agency officials to coordinate registration of target area youth within the schools for placement in employment and training programs.

b. Develop a Certification System -- Design and implement a certification system that guarantees the channeling of eligible youth into jobs, cooperative education-employment programs, and entrepreneurial efforts.

c. Develop Program Strategies -- (1) In cooperation with a NAB Youth Director, develop a complete employment strategy which will tap every possible private sector employment resource, and (2) in cooperation with local colleges and universities and local high schools, develop counseling, work experience, and entrepreneurial programs for summer and year-round, part-time employment programs. Counseling, work experience and entrepreneurial programs could be patterned after Junior Achievement summer programs, and could include assistance from college work-study students and Urban Corps chapters.

d. Plan to Evaluate Program Components -- Critically review and evaluate data and statistics on youth hired for summer and part-time jobs. An overall evaluation of the community program could be used in developing general recommendations for subsequent year-round programming.

e. Establish Community Relationships -- The employment working group should establish working relationships with youth groups, community leaders, and "establishment" leaders since their cooperation could directly affect the ability of the working group to accomplish its objectives successively.

2. Outreach

A comprehensive, city-wide outreach program should be developed to find the young people most in need of summer work. Participants in this effort should include all agencies engaged in job recruitment.

Plans for the outreach effort should be developed as quickly and thoroughly as possible. Actual recruiting should begin by April. The matching of youth and jobs can then take place in May with referrals beginning late in May.

a. In-School Registration -- In-school registration during the school year by or in conjunction with the State Employment Service is one of the most effective means of identifying job-seekers. This step also frees the Employment Service to concentrate more of its efforts on hard-to-reach, out-of-school youth.

The Employment Service should work with schools in distributing printed information and job applications. The schools should be encouraged to give particular attention to the less motivated and not merely the highly-motivated, better-adjusted youth.

Job application procedures should be standardized and simplified. Interviewers should use standard forms which will develop information on interests, aptitudes, school status and skills, so that each can be job-matched as well as possible.

b. Recruiting the Hard-Core -- Recruiting out-of-school, out-of-work youth is the toughest part of the outreach effort. Experience has shown that these youth can be recruited best in their neighborhoods. This requires day and night canvassing of areas where youth congregate -- pool halls, carry-out shops, gas stations, barber shops, playgrounds, street corners. Youth from the neighborhood are often the most effective recruiters.

3. Coordination

In organizing an overall community effort, a youth coordinator should involve labor union representatives at every stage. Voluntary organizations can assist in providing supportive services.

A youth coordinator should foster and insure inter-agency cooperation. He should assure that the employment work group:

a. Takes inventory of existing local programs and the goals of each.

b. Determines, by age and sex, the number of additional jobs needed. CAUTION: Don't spend unnecessary time on this survey. To date, no city has been able to provide enough jobs to meet the demand. Emphasize the development of job openings.

c. Designs a plan to use local schools for referring every youth who applies for employment to a meaningful activity, whether it be a job, an education program, or a recreation activity. Jobs are top priority, but relevant alternatives should be provided those for whom there are no jobs.

d. Establishes an information center on the resources, plans, and organizations set up to provide youth employment. A central telephone number of job information is desirable.

e. Seeks development of a method of ensuring that meaningful jobs are provided and that employers provide adequate orientation and supervision. This difficult but important task is an essential element in a good jobs program.

f. Evaluates the employment and training programs on a regular basis. Colleges might help by assigning students to do this work.

g. Encourages development of part-time employment and training opportunities during the school year.

Youth Jobs Criteria, National Alliance of Businessmen

The criteria for eligibility to participate in the Summer Youth Jobs Program of the National Alliance of Businessmen differs somewhat from that for Federally-funded programs such as the Neighborhood Youth Corps.

The NAB criteria, as detailed in the NAB Manual, are as follows:

1. Criteria of individuals eligible to participate -- between the ages of 16 through 21 who are in school without suitable employment. Such individuals must be genuinely economically disadvantaged and meet any one of the following criteria: (1) a member of a family receiving welfare payments, (2) a member of a family which resides within a low-income area or attends a school in such an area, (3) a youth who is a ward of the court or who resides in an orphanage, (4) former NYC enrollees or Job Corps enrollees, (5) a returning military veteran intending to resume full-time attendance in school, and (6) genuinely disadvantaged youth, especially members of minority groups.

2. Definition of Criteria:

In-School. Regularly attending a full-time education program and expect to return to school.

Residence Within a Low-Income Area or Attends a School in Such an Area. The lowest income census tracts or such areas as determined by the Youth Employment Resources Task Force (the Mayor's Assistant for Youth Affairs, the NAB Metro Youth Director, a representative of the school system and such additional individuals as these three may determine).

Genuinely Economically Disadvantaged. Individuals who are members of a family whose income falls below standards established by the Youth Employment Resources Task Force (such standards are similar in design to the OEO's Olshansky guidelines but are tailored by the YERTF specifically to meet the requirements of the NAB Metro area).

In the certification of individuals for eligibility in the Youth JOBS Programs some flexibility consonant with the goals of the program is appropriate.

PROGRAM EXAMPLES

1. Youth Opportunities Unlimited. A $400,000 appropriation from the State of Delaware provided 660 jobs for disadvantaged youth in that state. The youth worked six hours a day, five days a week and earned $1.40 an hour. Employment was offered in a variety of settings including schools, state offices and non-profit organizations. Ten jobs were made available on a local ferry boat; the youth qualifying were to receive apprentice seamen's papers from the U. S. Coast Guard. The program provided one supervisor to every 10 young people and one trained and experienced counselor to every 50 youth.

2. Demonstration Housing Project. The Model Cities project in Des Moines, Iowa, contracted for 60 youths to work on rehabilitating homes in that city. Each of the 10 groups of six had a college student supervisor. The homeowners provided the materials for repair, roofing, laying patios, painting, etc.

3. "Swinger." The State of Washington's Department of Public Assistance sponsors a program to employ teenagers between the ages of 16 and 20 whose parents are on welfare. It helps provide the families with supplemental income and work experience for the young people. The salaries meet the minimum wage. Examples of employment: aides in day-care centers, case workers for the Department, tutors for small children, and aides to various administrators.

4. Miami's "Teen Kleen". A community-wide effort in Miami-Dade County, Florida, provided 14 and 15 year-old youth the opportunity to earn money during the summer while performing a worthwhile community service. Groups of youth were transported to sites requiring clean-up or a face-lift.

5. Seattle's Rent-A-Kid. The Seattle agency is run entirely by youth and is governed by a 21-member youth advisory council comprised of teen-agers from the Seattle Model Cities target area. Part-time and permanent jobs for 14-18 year-olds are sought. Youth registrants are permitted to go to Seattle Community College and get regular high school credit or take courses from Seattle Opportunities Industrialization Center to receive their high school equivalency diploma. High school students recruit youth on the street, develop jobs and offer words of advice to "rookie" employees.

6. 4-4 Program. The Del Monte Corporation and the San Francisco School Board are cooperating in providing in-school and on-the-job training for economically disadvantaged youth. Each student spends four hours a day in school and four hours with the company. For work completed with Del Monte, the students receive a salary and school credits (they are graded in performance). The program is designed primarily for females who occupy clerical positions. Del Monte officials have indicated satisfaction with the program and are examining similar cooperative arrangements in other locations.

7. Junior Achievement/YMCA/NAB project. Buffalo's Junior Achievement and the National Alliance of Businessmen developed a joint sponsorship program to provide jobs, work experience, and business education for over 100 teen-agers (16-18 years of age) during the summer months. In 1970, the YMCA of Buffalo and Erie County assisted in offering the program to 200 economically disadvantaged teen-agers.

Youth members were divided into groups of 20 and organized on a company basis according to traditional Junior Achievement procedures. Each company was sponsored by a Buffalo area business which also provided a team of advisors. The typical work consisted of 10 hours of work and five hours of instruction which were offered during the morning hours.

The instructional phase featured counseling and job coaching by representatives of the business community, educators, community group leaders and staff specialists of the YMCA. Subject matter included topics such as general orientation to business, personal development, general office and plant practices and procedures, and analysis of company functions.

To provide the achievers with programmed afternoon activities, a YMCA social membership was given each participant so they could take advantage of afternoon "Y" activities. The YMCA also conducted advisory youth sensitivity training for all adult counselors and coaches.

8. A work-study-recreation program in Richmond, Va., in recent summers has provided up to 1,000 poor youth, mostly 15-year-olds, with a summer schedule of alternating work in business, community service, special school classes, and recreation. Sponsors have included the Chamber of Commerce, the Community Action Program, the Distributive Education Division of the Board of Education, and the City Recreation Department.

9. Chicago's JOBS NOW project has focused on reaching street gang youth. Over 30 private and public agencies work with the project. Twenty of these agencies bring 100 youth to the project center every two weeks for a two-week orientation course. Employers have loaned top personnel officials to work full-time on developing job openings. Some 150 companies have hired these youth with a built-in support program to help them adjust to their jobs. Major agencies involved are the YMCA, Boys' Club, and Chicago Youth Center.

Neighborhood Youth Corps

1. In New Orleans NYCers have been assigned as prekindergarten aides to assist the office personnel in such tasks as answering the telephone, recording messages, distributing and collecting materials. They helped the children during snack periods and outdoor activities.

2. In Atlanta many NYCers served as tutors in some of the most disadvantaged community schools. "Tutoring youngsters became a two-way street for enrollees. They learned as they taught," noted an Atlanta report.

3. In Denver NYCers have been assigned to the Denver City and County Library. They were trained to perform library tasks ranging from cataloguing to stacking books, under the supervision of professional librarians. Not only was NYC work performance rated "very good" by library staff, four youth were put on a 40-hour week (with the Library financing the extra 14 hours) and several were promisted part-time work during the fall school term.

4. In Newark enrollees have been assigned to the Mt. Carmel Guild and distributed among non-profit agencies serving the handicapped, the elderly, children, and other needy groups. The responsiveness of NYCers to the needs of the handicapped was remarked upon by Guild staff; one example cited was the 14-year-old who learned Braille to better serve the visually handicapped. Other NYCers worked in the City Hospital and a municipal institution for the elderly.

5. In Kansas City NYCers have worked as research assistants assigned to the University of Missouri-Kansas City Division for Continuing Education. Their chief duty, for which they were carefully trained, was house-to-house surveying in an inner-city area to determine reactions and suggestions for community school programs.

RESOURCES

Main sources of employment and training opportunities are Federal, State, and local governments, business, and non-profit and voluntary agencies.

1. Federal Government Employment

Federal agency hiring of youth is greatest in the summer and falls into two main categories: The competitive examination and the non-examination Youth Opportunity Campaign for youth from low-income failies. Under the YOC program, Federal agencies are urged to hire at least one poor youth for every 50 regular employees. Federal agencies often exceed these suggested quotas.

Most large cities have a Federal Executive Board (FEB) or Association (FEA) which coordinates Federal agency activities in the city. The Chairman of the FEB or FEA is the key man to contact for employment opportunities in Federal agencies in each locality. Where no FEB or FEA exists, the nearest Interagency Board of Civil Service Examiners office can provide assistance in identifying and providing summer jobs in the Federal Government.

Application for competitive examination positions must be made prior to January 30 for the following summer. A booklet, "Summer Jobs in Federal Agencies" (Announcement No. 414), gives further information and is available from the U. S. Civil Service Commission, Washington, D. C. 20415.

2. Federally-Funded Programs

Federally-funded programs which may be providing employment opportunities for youth include the Neighborhood Youth Corps, Concentrated Employment Program, Manpower Development and Training Act, College Work-Study, Office of Economic Opportunity programs, Elementary and Secondary Education Act, Vocational Education Act, and research and development projects under a variety of Federal legislation.

For summer youth employment, the major program is the Neighborhood Youth Corps, which is administered locally by Community Action Agencies, school boards, and/or city governments.

Detailed information on the aforementioned and other programs is provided in "Federal Programs in Job Training and Retraining," which is available for 50 cents from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

3. State and Local Governments

State and local governments regularly hire many youth during the summer to serve as vacation replacements or to fill seasonal jobs such as lifeguards or as members of highway department crews. Some State and local governments have established their own programs to hire disadvantaged youth similar to the Federal Government's Youth Opportunity Campaign and Neighborhood Youth Corps.

4. The State Employment Service

The traditional, and still the most important, mechanism for placing youth in summer jobs in most cities is the local office of the State Employment Service. The Employment Service has a large and well-trained staff which can provide valuable services to all other employment programs as well.

5. Public Sector Employment

The summer jobs effort in the public sector should emphasize the employment of disadvantaged youth in work projects improving the quality of life in their neighborhoods.

The needs in ghetto communities are so great that there is no problem in developing work projects such as extensive health services, information-gathering on neighborhood facilities and needs, rodent-control, and anti-pollution efforts. The 14-21 year-old youth, who is available during the summer school recess, is a good manpower resource for such projects.

As evidenced in previous summers, disadvantaged youth have a special capacity for serving their own communities. Additionally, tasks which involve working with the residents of their own neighborhood particularly engage the interest and enthusiasm of young people. There is abundant testimony on this score from Neighborhood Youth Corps enrollees.

Disadvantaged youth also have special needs which should be met in public employment programs. These include:

Supportive Services -- Medical services, counseling and guidance are among the supportive services which can be provided along with employment to help improve the lives and vocational destinations of disadvantaged youth.

Wages, Work-Week -- Efforts should be made to move in the direction of uniform hourly wages and work-weeks for youth in the same age group. A related question is differential earnings between 14-15 year-olds and 16-21 year-olds. Three variations have been noted: (a) limiting the number of 14-15 year-old employees; (b) paying higher hourly wages to the older group; and (c) allowing the older group to work more hours per week.

Good Supervision -- To provide adequate direction and effective training, a public sector employment program should include: (a) adequate numbers of supervisors, with appropriate ratio determined by work-site location, nature of the work, kind of employees, etc.; (b) use of indigenous persons to the extent feasible, particularly males for supervising male employees; (c) provision of orientation and training for youth and supervisors prior to the assignment of youth to their jobs.

6. Private Sector -- National Alliance of Businessmen

The National Alliance of Businessmen (NAB) was established in 1968 to provide in the private sector permanent jobs for the hard-core unemployed and economically disadvantaged youth. Originally operational in the 50 largest cities, NAB went nationwide in March 1970.

The NAB Summer Employment Program is based on these major points:

Eligibility Criteria -- In-school youth between the age of 16 and 21, who attend a poverty area school, reside in a poverty area, are members of a minority group, or whose families receive welfare payments, and are genuinely economically disadvantaged.

Responsibilities of the National Alliance of Businessmen -- The local NAB office shall serve as a catalyst in identifying or developing work experience opportunities in the private sector. NAB should have sole responsibility for obtaining summer and year-round, part-time jobs from private sector employers, thus avoiding multiple solicitation.

A Youth Employment Resources Task Force (called YERTF, that is the NAB's name for what is generally referred to in this manual as the employment working group) is established for coordinating all outreach, referrals, and placements of youth in the job opportunities provided by the private sector. Wherever possible, the personnel and facilities of local school systems should be used for these purposes.

When the NAB Youth Director receives summer job pledges from private sector firms, and turns these pledges into actual job orders, these job orders will be channeled into the YERTF, described above, for referral of eligible youth to potential employers. The actual form of these arrangements will vary from one community to another.

7. Private Sector -- General Notes

The business community's summer job effort should encompass both the seasonal and the special aspects of summer employment for disadvantaged youth.

Employment barriers unrelated to skills should be lifted for the seasonal summertime jobs which companies traditionally fill with workers hired only for the summer. These are the jobs which develop for such reasons as a summer upswing in company activity, the need for vacation-time replacements for regular employees, and the performance of certain tasks appropriately reserved for the summertime, such as inventory and repairs.

Special summer jobs should be designed, to the extent feasible, so that disadvantaged young people can be trained in assignments which enhance their work capabilities while they perform work of value to the employer. Training should be in areas with career potential.

Appeals for "make-work" summer jobs should be avoided. They are unsatisfactory to employees and employers alike, imposing on the former the stigma of "handouts" and on the latter the burden of unneeded payroll additions. Make-work undermines the basis on which industry's participation in the summer jobs effort can be sought most effectively: (a) utilizing disadvantaged youth as a summer labor resource, to the extent that firms need such a resource; (b) utilizing industry's expertise to develop, from the ranks of the summer youth labor resource, productive additions to the company's labor force. Businesses which cannot provide meaningful jobs might consider providing funds to be used as educational stipends for disadvantaged youth.

Planning should begin months in advance of the summer to determine employers' anticipated summer needs for seasonal youth workers. The employment planning committee should take the initiative in contacting local businessmen as early as possible for a realistic determination of the private sector's capacity to provide summer jobs for disadvantaged workers. Goals for the community should be set locally with a determination to go beyond the previous summer's achievement; as the same time goals should not fantasize the capacity of the local labor market for summertime expansion.

Enlisting the support of labor unions at the start of employment planning will be helpful in overcoming potential obstacles such as dues, initiation fees, and other contract requirements. Labor involvement in planning and implementation can be particularly valuable in establishing on-the-job support for disadvantaged youth, perhaps through design of a "buddy" plan.

8. The Job Fair

The Job Fair concept, which provides on-the-spot registration and hiring in a two-day period, is one of the most successful summer youth employment models available.

Under the Job Fair concept, job-seekers are found in the schools through pre-registration. The jobs themselves are located by the National Alliance of Businessmen and city officials, who solicit pleges from private business. Then the two groups -- job-seekers and employers -- are brought together for the May Job Fair at a central location, usually an armory or civic auditorium, where the youth are hired on-the-spot by participating employers.

The advantages of a Job Fair are:

-- A Job Fair focuses the attention of the entire community on hiring the disadvantaged. With community enthusiasm for the project, companies are inclined to get caught up in a "let's-don't-be-left-out" spirit.

-- A Job Fair is a time-saving device for employers. It involves a number of the agencies that normally would be making separate contacts with employers asking for job slots. The Job Fair provides a coordinated effort that gives employers a central source for doing all their summer hiring.

-- A Job Fair saves employers from having to do pre-screening of applicants. Professional interviewers from agencies making up the Job Fair committee do this pre-screening and provide employers with the most promising prospects for employment.

-- A Job Fair gives a visible demonstration to minority groups that employers are engaged in a concerted effort to help the disadvantaged.

-- A Job Fair provides a follow-up service to employers so that if problems arise in terms of youth failing to report for work or presenting other problems on their job, a Job Fair subcommittee can check to see what is wrong.

-- A Job Fair commits employers to active participation in a concrete event. Instead of simply offering pledges to hire youth for the summer, employers go to a central site and do on-the-spot hiring.

-- A Job Fair gives employers wide exposure to disadvantaged youth and places them in contact not only with just those who are sent for on-the-spot interviews but also the many others who are processed at the fair. Most employers come away impressed with how neat and well-mannered the youth are.

Some Job Fairs also have a program in which private citizens not in a position to hire youth for the summer contribute cash to the program. The money is used to hire youth for non-profit organizations such as hospitals.

9. Rent-A-Kid or Hire-A-Teen

The Rent-A-Kid concept enables younger teenagers or those under 16 to find work during the summer or on a part-time basis. A central office, which has a well-publicized telephone number, operates as a clearinghouse to match temporary jobs in more affluent neighborhoods with poverty youth.

Typical jobs are baby-sitting, yardwork, ironing; the jobs are short-term and many youth work at several jobs in the course of their participation in the program. Employers pay the youth directly.

Seed money is often necessary to begin such a project in a community; foundations are often helpful in providing a small grant to begin such a program. Radio and television stations may provide free publicity. Police and Fire Departments send representatives to talk with the youth about emergencies they might encounter on the job and how to deal with them.

Youth registrants check in daily with the central office to indicate their availability for work that day. Employers are encouraged to provide transportation to and from work.

In summer 1971, 50 cities are to receive Federal aid in the form of technical assistance in planning, organization and administration of the program -- the Odd-Job Employment Program. College work-study staff are to man the employment offices, interview applicants, and make job assignments. They will be assisted by Neighborhood Youth Corps enrollees.

REFERENCE MATERIALS

SUMMER YOUTH EMPLOYMENT PROGRAM GUIDE, Final Report on an Experimental and Demonstration Project funded by the Manpower Administration, U. S. Department of Labor. Available from the Center for Urban Programs, St. Louis University, 221 North Grand Boulevard, St. Louis, Missouri 63103.

NATIONAL ALLIANCE OF BUSINESSMEN: OPERATING MANUAL, a compendium of the policies, plans and procedures of NAB. The Manual is distributed on a selected basis to government officials and voluntary agency heads. National Alliance of Businessmen, 1730 K Street, N. W., Washington, D. C. 20006.

NATIONAL ALLIANCE OF BUSINESMEN: YOUTH GUIDE BOOK, goals and objectives, organizational structure, program development and implementation recommendations for employment programming for economically disadvantaged youth. Available from the National Alliance of Businessmen, 1730 K Street, N. W., Washington, D. C. 20006.

JOB FAIR GUIDE BOOK, a how-to-do-it manual based on Houston and Dallas experiences. Available from the National Alliance of Businessmen, 1730 K Street, N. W., Washington, D. C. 20006; or Mayor's Office, City Hall, Houston, Texas 77002.

SUMMER JOBS FOR YOUTH 1969, a qualitative study of 20 major cities by the National Committee on Employment of Youth, 145 East 32nd Street, New York, New York 10016. $1.00.

SUMMER JOBS IN FEDERAL AGENCIES. Listing of summer job availability, testing requirements, salary ranges, eligibility, etc.; available from the U. S. Civil Service Commission, Washington, D. C. 20415 (Announcement No. 414).

THE ANSWER IS JOBS. A monograph on new programs being sponsored by industry. National Association of Manufacturers, 277 Park Avenue, New York, New York 10017.

SETTING UP AN APPRENTICESHIP PROGRAM, a booklet on establishing apprenticeship programs in industry. Available from U. S. Department of Labor, Office of Manpower Policy, Evaluation, and Research, Washington, D. C.

HOW TO HUSTLE A JOB - available from the New Jersey Community Action Training Institute, 2465 South Broad Street, P. O. Box 4078, Trenton, New Jersey 08610.

DIRECTORY OF PRIVATE PROGRAMS FOR MINORITY BUSINESS ENTERPRISE. Economic Development Administration for the Office of Minority Business Enterprise. U. S. Department of Commerce, Washington, D. C. 20230.

RENT-A-KID. A report and manual from the Atlanta Rent-A-Kid Program. Economic Opportunity Atlanta, Inc., 101 Marietta Street, S. W., Atlanta, Georgia 30303.

WHICH SUMMER JOBS ARE INTERESTING? A booklet prepared by the National Commission on Resources for Youth, Inc., through a Ford Foundation grant which paid graduate students and returned veterans to find exciting youth programs. Available from the Commission at 36 West 44th Street, New York, New York 10036.

ORIENTATION, COUNSELING, AND ASSESSMENT IN MANPOWER PROGRAMS, an Experimental and Demonstration Finding (#5). Single copies available from Manpower Administration, U. S. Department of Labor, Washington, D. C. 20210.

INNER-CITY NEGRO YOUTH IN A JOB TRAINING PROJECT, an Experimental and Demonstration Finding (#7). Single copies available from the Manpower Administration, U. S. Department of Labor, Washington, D. C. 20210.

JOB DEVELOPMENT FOR THE HARD TO EMPLOY, an Experimental and Demonstration Project Finding (#4). Single copies available from the Manpower Administration, U. S. Department of Labor, Washington, D. C. 20210.

NEIGHBORHOOD YOUTH CORPS, a review of research. Monograph #13 for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20420. $.60.

FINANCING A STATEWIDE COMMUNITY COLLEGE SYSTEM. A research report with findings and recommendations relative to establishing a statewide community college system in Texas. Texas Research League, 403 East 15th Street, Austin, Texas 78701.

INDEX/GUIDE TO YOUTH PROGRAMS IN THE CATALOG OF FEDERAL DOMESTIC ASSISTANCE. Compiled by PCOYO with OMB. Write Mr. Tom Snyder, New EOB, Room G236, Washington, D. C. 20503.

Chapter II

OCCUPATIONAL EDUCATION

Schooling and training must be related to the world of work. Schools offering a curriculum not suited to the needs of young people and having little impact on their future need an overhaul. The insertion of employment-related curricula into the regular educational process and increased utilization of cooperative work-study concepts would help to close the gap between school and job.

Businesses and other employers, generally, rely on the schools for trained and productive manpower. And the schools, generally, do not fulfill that work-related assignment. Consequently, many young people have no employable skills when they leave school. Other young people leave school with occupationally useless skills obtained in misguided vocational courses.

Commissioner of Education Sidney P. Marland has taken issue with a "euphemistic 'general' education that has no relevance to college, little relevance to job entry, and no relevance whatever to the young person in school." He has suggested instead " a comprehensive high school, properly defined and implemented" which would carry the "ultimate solution to this problem." He suggests that every high school student "be engaged for at least a semester in a genuine work-study program giving dignity and worth to work in its largest sense."

Education leading toward a career for some kind of adult role is the only thing that makes any sense in today's technological society. The simple fact is that regardless of the schools' and parents' pushing students toward college, less than 25 percent of them will receive college degrees. It is time to recognize and acknowledge that vocational and technical education is as important and valuable to any society as the college degree, and to accept it as a respected alternative.

Few people understand what vocational education is. It is not manual training, nor industrial arts. It is training for careers requiring less than a four-year college degree.

Commissioner Marland has proposed that vocational-technical study be given the same level of respect and prestige the liberal arts studies now have and that excellence be recognized in areas not primarily intellectual. He does not see this approach diminishing the importance of the present academic program. He feels that "on the contrary, it seems to elevate the arts of the world of work to the level of the liberal arts as socially desirable goals for students. It is emphasized that a student is not obliged to follow one track or the other, as there are no fixed tracks. Most likely he will find his fulfillment in a combination of academic and vocational-technical studies..."

Vocational education has been confused with practical training required for a job. It is associated with manual occupations and thought of as inherently inconsistent with the ideal of higher education for all pupils.

A good share of the problem is summed up in this quote from the First Annual Report of the National Advisory Council on Vocational Education, which found "...a national attitude that vocational education is designed for somebody else's children."

Young men and women are shuttled into vocational education when they have not made it as students or when teachers have given up on them. The option is not college for good students and vocational education for bad students. The option is to use or not to use vocational means of helping students develop individual abilities, college-directed or otherwise. The choice is predicated on learning by experience and harnessing individual styles of learning.

Another side of the problem is reflected in a federal government investment of $14 in universities for every $1 it spends on vocational education.

The National Advisory Council on Vocational Education in tis Third Annual Report declared flatly: "The primary reason this nation has not yet established a society in which there is equal opportunity to learn and work is that it has not yet tried." In that report, the Advisory Council recommended that:

-- employment be made an integral part of education and that (a) every secondary school should be an employment agency, (b) part-time employment should be a part of the curriculum, and (c) there be provisions for the further education of the dropout.

-- parents and students be encouraged to participate in the development of vocational programs.

-- residential schools be established for those who need them most.

Vocational education in the best sense is important in the education of the poor and minorities because it provides mobility in the work force. More than that, it attacks the assumption that intelligence is fixed. It does this by acknowledging the substantial extent to which learning is based on experience and that participation enhances motivation. It zeroes in on discovering the talents of each child and makes school performance relevant to one's life and work.

There are severe shortages of technicians and assistants throughout the health and service occupations. Manifold openings for trained mechanics, technicians, computer programmers and other data processing personnel exist side by side with today's unemployment and underemployment. Occupational education and training are essential to bring together today's skilled jobs and jobseekers.

It is significant that we do not have severe shortages in the cognitive fields requiring advanced college degrees. The demand is for skilled workers and technicians and service personnel -- in many cases positions requiring less than four-year college educations.

The demand for service workers is increasing at a substantial rate. In 1970 alone, there was a gain of 300,000 job opportunities in the field of services. The Labor Department projects that the service industries will enjoy a 40% increase in employment opportunities in the 1970's; this increase is expected to continue as income levels rise and leisure time increases.

The rate of increases in different services will vary; fields expected to gain most are those engaging people as:

-- protective service workers (e.g. detectives, security guards, law enforcement officers);

-- paraprofessionals; (health fields particularly);

-- beauticians;

-- food service employees.

The National Goals Research Staff reported in July 1970 that as the United States is transformed from an individual society to a "post industrial" one, the requirements for services rather than the production of goods will dominate. And, it will require a new and different approach to schooling in which vocational education will play a significant role in training students for service industries.

Throughout its history, America's educational system has had to meet a variety of needs for a growing nation. To meet the needs of the future, there must be a new emphasis on training the non-college-bound student for employment in those areas increasing in job opportunities.

YOUTH COORDINATOR ROLE

Any success locally will be dependent upon the approach of the schools and employers in preparing young people for adult employment. This is particularly true in terms of adjustments in school system attitudes toward occupational education and shifting out of the bag of grinding out only college-bound youth.

A youth coordinator must address himself to this problem. There are no blueprints for success. The challenge of the assignment is great; the chances of frustration are higher. But, this is a long-term assignment in occupational education, general school attitudes, and curriculum.

The following are suggested as steps to be taken within a community to improve vocational education (in the broad sense) and encourage increased work-study programs in the schools:

-- Obtain and provide information regarding legislation, funding, research and other resources to local school districts and assist them in writing project proposals to obtain the assistance needed.

-- Promote the coordination of local school planning operations with relevant planning and operations and of other agencies and organizations in the community.

-- Involve the community in planning local programs in vocational education.

-- Encourage communications between industry, government, and labor to insure employment opportunities and the use of current methods and technologies.

-- Encourage teachers to keep classroom instruction current demonstrating skill-training demands made on workers by employers.

-- Obtain the concurrence from appropriate groups when "taking in" practice work. (Example: Meet with garagemen's association prior to accepting automobiles for practice repair.) This policy will tend to reduce friction between school, businessmen, and unions.

- Make surveys to identify available training stations for cooperative programs in all fields.
- Encourage prevocational occupational exploratory experience, particularly in the early elementary grades.
- Provide or obtain adequate counseling, placement and follow-up services.
- Inform local high school students about the availability of additional instruction in vocational education in area school and community colleges.
- Make the most current occupational information accessible to all persons.

In dealing with the College-Work Study-Program, a youth coordinator should determine whether there is an Urban Corps program operating in a given community or on a college campus. In the absence of an Urban Corps operation, a youth coordinator should himself seek to line up community service positions with government and non-profit institutions and show the Work Study administrators that these jobs often offer greater opportunities than many assignments to on-campus jobs.

In attempting to promote special education opportunities for actual and potential dropouts, it is important to stress the need for these programs' having a direct relationship to work opportunities. They should include substantial periods of paid employment related to individual career interests. One possible approach might be to pay stipends for class attendance with funds solicited from businesses willing to participate but unable to provide actual job openings.

PROGRAM EXAMPLES

Early Understanding of the World of Work

1. Technology for Children Project of the New Jersey State Department of Education. The program introduces as early as kindergarten an exposure to the workings of the economy and the nature of occupations within it. As a bonus, in addition to increasing the realism of vocational choice, it is hoped that the students will gain a general understanding of economic realities and will find all learning more relevant.

2. The Nova Schools in Florida. In grades one through six, the Nova children in Florida are introduced to a wide range of employment-related experiences through tools, mechanical devices, and games. In grades seven through twelve, the program becomes more directive. In grades seven and eight, the student is exposed to fundamental concepts of technology and a variety of introductory alternatives and career requirements. Specialization increases in grades nine through twelve, but encouragement is constantly offered to remain in school as long as the student can profit from further education. All experiences and decisions are structured so as not to pose obstacles to continuation.

The objective is to develop confidence, knowledge, and skills within a family of occupations, enhancing the immediate employability of the student, yet holding the door open to continued education and training. Learning experiences are individualized. The teaching of concepts and reliance upon problem solving as a teaching technique are emphasized. Progress is measured by achievement of competency rather than time in any particular phase of the program.

3. The American Industries Project of Stout University in Wisconsin. This program begins at the eighth grade rather than in elementary school. However, its objectives are similar. From a general understanding of the major concepts of industry and technology and simple problem-solving techniques, the student is to progress in his ability to recognize and solve complex industrial problems within broad concept areas and clusters of concepts appropriate to the individual's interests and abilities.

Relating Vocational and Academic Education

1. "Zero Reject" Concept: San Mateo, California, has developed a "zero reject" concept for curriculum planning. The assumption is that with proper teaching techniques every student can earn a high school diploma with significant standards and a broad liberal and vocational education. The schools accept the responsibility for seeing that students are employable whenever they choose to leave school, **whether** as a dropout from grade ten or with a doctorate. Occupations are grouped by clusters and by levels which form ladders of progression throughout the educational experience. Academic disciplines, it is argued, should be established for the convenience of teaching and understanding rather than in standard "watertight compartments" adopted largely for the convenience of administration. The intent is to state performance objectives clearly and mix discipline components to fit the student's own individualized learning strategy.

2. The Partnership Vocational Education Project. The program is a joint effort among central Michigan University, the secondary schools, community colleges, and industry of Mount Pleasant, Michigan. The project employs a teaching team for math, science, English, and industrial education. The program begins in the early middle school and continues through the university, serving all individuals with industrial, technical aptitudes and interests. It is structured on three levels: (1) a college-bound upper mobility group; (2) an intermediate level group who may choose to enter the labor force after high school or who may advance to the community college or university; (3) a low verbal ability group of students who are likely to enter the labor force even before graduation from high school. However, no student is permanently locked into any one of the three levels, and each may shift to another level, according to his interests and aptitudes.

The program at each level uses the vocational interests of the students as a motivating force for a sound educational program, but the vocational interest does not result in a vocational deadend. Occupational and personal guidance is emphasized to familiarize youngsters with the industrial-technical occupations and higher educational opportunities open to them, including the building of realistic aspirational levels. It is argued that motivation, particularly of individuals from lower socioeconomic levels, is directly related to the immediacy of the reward and the relationship of the task to its achievement. Therefore formal education is related as directly as possible to the personal goals of the individual. A problem-solving approach attempts to give meaning to formal education. The students develop capability in the identification of meaningful tasks, the selection of appropriate knowledge and skills and their application to the solution of problems.

3. The "Richmond Plan." Also known as the Pre-technology Program ("Pre-tech Program"), now used widely throughout the San Francisco Bay area, has as its target population the average capable but undermotivated student who is achieving below his ability. The program is especially structured for an area in which the majority of students obtain some education beyond the high school, specifically in the technical institute. The immediate occupational goal is that of the engineering technician. However, care is taken in curriculum planning and through cooperative relations with the state college system to assure that the graduates are qualified for the latter if their motivation is revived. Though broadly rather than narrowly prepared, the students are in high demand by the employers in the area. Curriculum units are planned by a teaching team around a core technical project provided by the industrial arts instructor. Each instructor from the areas of math, language, and science then structures his offering around that project, stressing their interrelatedness.

4. Mobilization for Youth of New York City. An experimental effort in placing, training and upgrading disadvantaged youth and adults, the MFY project has developed a "private sector" and a "public sector" program. In the first, MFY works with employers and unions in the New York City area to arrange for full-time entry jobs which can lead to employment in skill shortage occupations offering high salary advance. An evening program of education and job skill upgrading is made available for new hires.

The second program is involved in working with a variety of health institutions in preparing disadvantaged for employment as social health technicians and related occupations. New types of community college courses are made available to create upgrading opportunities.

5. Work Opportunity Center. In a cooperative program of vocational training, the Minneapolis School Board and the city's Department of Vocational Education have a program for disadvantaged youth who have dropped out of regular school. The youth are referred by school personnel, social workers, and the Center's outreach staff.

The Center provides skill training as well as attitudinal counseling. Students are enrolled at the Center for an average of four months and can participate in any one of the Center's eighteen training units. Reading and mathematics are also part of the curriculum. Students obtain on-the-job training in a variety of settings. Pupils enrolled in the retail clerk unit receive training at an actual supermarket check-out counter. A complete and self-supporting dry cleaning plant enables youth trainees to learn dry cleaning and to provide services to fellow students and Center staff. Food service program students run the Center's cafeteria.

6. The Youth Conservation Corps. Under joint sponsorship of the Departments of Agriculture and Interior, the YCC combines summer employment and conservation education for young men and women 15 to 18 years of age. Enrollees live and work on Federal lands helping to restore forests, prevent or extinguish fires, improve recreational facilities, and perform other public service conservation tasks. They also receive informal vocational training and experience.

7. Cleveland Work-Study Program. The Republic Steel Corporation provides enrollees in the Neighborhood Youth Corps the opportunity to work and study at Cuyahoga Community College. The youth are enrolled in a Social Science course earning future credit for college, and are given job assignments in a variety of the college's departments.

8. Vocational Exploration Program. The Boys' Clubs in Providence have initiated a guidance program to broaden its members' career goals. The Vocational Exploration Program introduces youth from inner-city neighborhoods to some of the numerous ways in which they can earn their living, and it gives them the opportunity to witness first-hand precisely what a job entails.

One phase of the program consists of introductory courses in electronics, electricity, silk screening, machine shop, offset printing, photo offset work, photography and furniture making. The boys learn to use the basic tools and gain a practical working knowledge of what is required in these trades. Part of the curriculum deals with future job opportunities, salaries the boys can expect and education needed to earn the salary. The youth are also taken to different businesses where they may be employed. Trips to bank computer centers, public utilities, etc., are also conducted to give boys the opportunity to discuss employment with personnel in these occupations.

9. Project FEAST. FEAST, which stands for Food, Education And Service Technology, prepares students for commercial food and hospitality occupations. Though enrolling students of all ability levels, it has been especially effective and appropriate for those of less than average verbal ability. The disciplines drawn upon are home economics, science, English and mathematics.

The students spend half of their time in regular classes and half in skill training. Close ties are maintained with such groups as local hotel and restaurant organizations, chefs, and appropriate personnel from community and four year colleges. Since the inception of the FEAST program in 1964, the number of participating schools in California, Nevada and Washington has grown to 31.

10. Career Development Awards. The Career Development Awards Program (CDA), an educational assistance program to encourage and help students with interests and talents in non-academic fields, has entered its second year in Princeton, N. J. The CDA is designed to provide scholarships for talented youth who require financial assistance for further vocational training. It is also concerned with the student who plans to attend college and has the resources to do so, but whose career goals might best be served by technical-vocational training after secondary school.

Launched by an advisory committee from the Princeton area, the program is sponsored by the Educational Testing Service and is privately financed through local fund-raising.

Students interested in the awards program were required to submit applications and be interviewed by an eight-member selection committee made up of local business people. During the first year of the project, 15 students received the career awards and their plans ranged from two-year secretarial courses to a six-month computer programming course. Additional information on the Career Development Awards Program is available from the Educational Testing Service, Princeton, N. J. 08540.

11. "Opportunity High School." This concept was designed in St. Louis, Missouri, to afford suspended students a continuing educational opportunity in a high school which offers ungraded classes, small class size, and a work-study program. Maximum pupil-teacher ratio is 12-1. Class schedules are flexible so the student can hold a job and continue his studies.

12. Philadelphia's "A Two-Week Look at Business." This school-work program gives students job orientation and experience and at the same time provides incentives to stay in school until graduation.

13. The Parkway Program. In Philadelphia, the Board of Education, in cooperation with a number of cultural, scientific, and business institutions, has initiated a special four-year educational program for high school students. The Parkway Program has no classrooms of its own, but has only a rented loft where its 150 students have their lockers and hold a weekly meeting with the faculty. The students instead use city institutions for their classrooms -- for example, they might travel to the offices of a local newspaper for journalism courses or to an art museum for studies in art appreciation. The Parkway Program was devised by British-educated director, John Bremer, as a way of offering high school students an education that they would find both relevant and useful. It began in February 1968, with a grant from the Ford Foundation.

14. Warren, Ohio Project. School leaders, a few years ago, transferred 150 high school students, earmarked as potential dropouts, to an antiquated school building for an unusual one-year program of occupational training. The students were all in the lowest 7 percent of academic achievement and seemed bound to leave school almost illiterate, preconditioned to defeat and psychologically disoriented. The program was a last-ditch attempt to save them from the ranks of the hard-core unemployed.

The stopgap program flourished into an extraordinary six-year curriculum, extending from the seventh to the 12th grades. It combines an unorthodox academic program with practical work in the school shop and on a school-owned farm. This practical work leads to part-time employment during the 11th and 12th grades for pay as well as school credit. In a recent school year, working students not only earned an average of more than $700, but had built bank savings accounts averaging $400. Warren's dropout rate was reduced from 5.69 percent in the first year to 4.87, 3.64, 2.95, 2.25, and 2.02 percent in successive years. Students whose experience includes the part-time work program move directly into full-time jobs upon graduation. The most surprising results to teachers have been changes in students' motivation, occupational outlook, and personal behavior.

15. Michigan Bell Telephone. The Company "adopted" Northern High School in Detroit and provided managerial skills, technical assistance and training facilities to aid Northern High administration and faculty. Program components varied from one-day-a-week instruction in job-hunting for economics class students to 10 weeks of basic studies in electricity. In addition to these aids, Michigan Bell funded a special remedial education experiment for the lowest-ranking students. Other telephone companies and schools in Pittsburgh, Chicago, and Milwaukee are following similar programs.

16. Patterson Cooperative High School in Dayton, Ohio, offers distributive, business, and trade and industrial education. The dropout rate is less than one percent and the placement record is very high. The ninth grade program includes a series of 9-week occupational survey courses. At the end of the ninth grade, the student selects an occupational objective. In the tenth grade, he begins his occupational training. In the eleventh and twelfth grades, the student continues occupational instruction and receives general education plus cooperative work experience. School and work periods are in blocks of two weeks each.

17. In Tucson, Arizona, Tucson and Pueblo High Schools have cooperative education programs in distributive, industrial cooperative and cooperative office education. Approximately 20 to 25 percent of the cooperative students are Spanish-American and Negro. Nearly 30 percent continue their education after high school before entering full-time employment. The cooperative programs are characterized by rotation in job assignments, contact between school and employer, a checklist every six weeks to verify training experience, ratings

and progress reports to evaluate the quality of student's on-the-job performance, a training program for training sponsors and regular assistance from local occupational advisory committees.

18. In Pontiac, Michigan, Central High School students receive cooperative training at General Motors Technical Center in Warren. The students work from 1:00 to 4:15 p.m. on school days. GM furnishes transportation to Warren and back daily. The jobs range from keypunch operator to learner mechanic.

19. In Detroit, Michigan, 15 high schools are conducting a senior intensified program in sales and marketing. Approximately 2,500 inner-city youth take sales classes for three hours and work the remainder of the day.

20. Richmond, Virginia, provides a broad and intensive cooperative education program in distributive education and vocational office and cooperative industrial training for central city residents.

21. Dade County, Florida; Texas, North Carolina, and California are noted for typical cooperative education programs which are operated efficiently and fulfill both individual and manpower needs.

22. Team Teaching is part of the diversified education program in Paoli, Kansas. Teachers in agriculture, home economics, business education and industrial arts act as a team in an 11th grade program. This aspect of the program enables students to observe four different occupations in preparation for selecting a cooperative work experience in their senior year.

Consumer Homemaking

1. Louisiana and Arkansas include consumer education programs in their secondary school curriculum.

2. Seventh and eighth graders in Prince Georges County, Maryland, enroll in a semester course entitled consumer arts.

3. High school students who study consumer education in home economics classes in San Diego, California, help to teach consumer education to groups in shopping centers as part of an adult education program offered by the San Diego public schools.

RESOURCES

The Federal Program of Vocational and Technical Education

Legislation -- Public Law 90-576, the Vocational Education Amendments, October 16, 1968, is a revision of the Vocational Education Act of 1963, and authorizes Federal grants to the 50 States, the District of Columbia, Puerto Rico, Guam, the Virgin Islands, American Samoa and the Trust Territory of the Pacific Islands. The Act authorizes appropriations to be used primarily by the States in promoting vocational education for all individuals wishing to enter occupational fields. It is intended to assist secondary and post-secondary students, dropouts, high school graduates and those with educational, socio-economic and other handicaps.

Funding -- Congress determines the appropriations annually, based on authorizations in the Act. Each State, in order to receive its allocation, must submit a plan describing its present and future vocational education needs and projected programs. State allocations are determined by a Congressional formula based on the number of persons in the various age groups needing vocational education and the State per capita income. States are generally required to match Federal allocations, dollar for dollar. However, the Federal share ranges up to 100 percent for certain parts of the program. Total appropriations for FY 1971 are $446,357,000.

Basic Grants -- The States are allocated basic grants for maintenance and improvements of vocational education programs, to provide opportunity for all persons in all communities to become skilled workers, technicians and paraprofessionals in recognized occupations. Fifteen percent of these funds must be spent on post-secondary programs, 15 percent on programs for the disadvantaged and 10 percent for the handicapped. In FY 1971, Federal appropriations for basic grants amounted to $321,747,000.

Special Vocational Education Programs	Federal Appropriations Available: FY 1971
Exemplary Programs and Projects: For research-based demonstration programs which create bridges between school and earning a living and which broaden occupational aspirations and opportunities for young people with special emphasis on youth with academic, socioeconomic, or other handicaps. (Half the appropriation is allocated to the States and half is used by the Commissioner of Education for discretionary grants within each State.)	$16,000,000
Consumer and Homemaking: Designed to prepare youth and adults for the role of homemaker and to contribute to their employability in the dual role of homemaker and wage earner. At least one-third of funds are for economically depressed areas and areas with high rates of unemployment.	$21,250,000
Cooperative Education: To provide an alternate work-school program whereby students receive in-school vocational and academic instruction as well as on-the-job work experience related to the student's occupational course of study.	$18,500,000
Work-Study: To provide financial assistance to students who are in need of earnings from employment to commence or continue their vocational education programs.	5,500,000

	Federal Appropriations Available: FY 1971
Special Programs for the Disadvantaged: Designed to help persons with academic or socioeconomic handicaps suceed in the regular vocational education programs.	$20,000,000
Research and Other Items: The Act has provided funds for three other activities -- research, curriculum development and administrative costs of advisory councils. $1.1 million has been allocated to the States for continued operation of Research Coordinating Units. Planning and evaluation of the program at various Federal levels will absorb about $900,000. Curriculum development grants are expected to total near the appropriation of $4,000 - Fiscal Year '71. (See Advisory Councils below.)	$35,750,000

Advisory Councils -- The Act requires the establishment of National and State Advisory Councils of Vocational Education. The National Council, consisting of twenty-one members appointed by the President, was created to advise the Commissioner, to evaluate Vocational Education programs and to make reports to the Congress. It received a separate appropriation of $330,000 in FY 1971. An amount of $2,380 was allocated among the States in FY 1971 for support of the State Advisory Councils on Vocational Education.

For Further Information -- Contact the Office of Education, Division of Vocational and Technical Education, Regional Office Building, 7th and D Streets, S. W., Washington, D. C. 20202, Room 5606. Tel: 202/963-4308.

College Work-Study Program

The Higher Education Act (Title IV-C) enables the Federal Government to award grants to colleges to hire students for on-campus or off-campus jobs. Off-campus jobs in public non-profit organizations could be in such areas as health, education or recreation. The Federal Government contributes the major share of the compensation to students (presently 80%) and the institution or off-campus agency provides the remaining amount.

Students may work an average of 15 hours weekly while attending classes full time. During the summer or other vacation periods, they may work up to 40 hours a week. In general, the basic pay rate is at least the current minimum wage. A student who wishes to participate in this program should contact the Director of Student Financial Aid at his or her college/university.

The deadline for colleges and universities to apply for funding under the College Work-Study Program for a given fiscal year is normally during the Fall term. Institutions wishing to participate must submit applications to their Regional Office of Education. (See Appendix.)

Further information about the grant awards and the College Work-Study Program generally is available from the Division of Student Financial Aid, Bureau of Higher Education, U. S. Office of Education, Washington, D. C. 20201. Phone: 202/962-3871.

The Office of Education is giving greater priority to programs that provide off-campus work experience, particularly Urban Corps programs offering jobs in municipal and State governments. Assistance in developing Urban Corps programs is available from the Urban Corps National Service Center, 1140 Connecticut Avenue, N. W., Washington, D. C. 20036. Phone: 202/293-2200. A list of the currently operating Urban Corps programs can be found in the Appendix.

Cooperative Education Program

The Cooperative Education Program offers a college student the opportunity to enroll for periods of full-time study alternating with periods of full-time off-campus employment. The program provides the student with an opportunity to support himself, enrich his experience and help make an early career choice. Cooperative education also can provide a link between the college and the community and provide manpower needed by the public and private agencies and organizations employing the students.

Employment can be for a semester, a year or any other academic period. A student's salary is paid by the off-campus employer. The grants are used by grantee institutions to plan, implement, expand or strengthen cooperative education projects.

The proposed grants for fiscal year '72 total $1.7 million and are authorized by a joint HEW-Labor appropriation, which provides that one percent of the funds appropriated for the College-Work Study Program may be used for cooperative education.

Manpower Development and Training Act

The primary purpose of the MDTA is to provide education and training to help unemployed and underemployed persons fully participate in productive employment. Other purposes include alleviating shortages in skilled occupations, appraising manpower requirements, and developing and applying innovative methods to deal with all types of unemployment.

The Departments of Labor and Health, Education and Welfare, have conducted a variety of programs under this Act through the schools and on-the-job training which ties education to future employment.

The Secretary of HEW has delegated MDTA program responsibilities to the U. S. Office of Education. The Division of Manpower Development and Training, Bureau of Adult, Vocational, and Technical Education is responsible for the management and operation of the program for the Office of Education.

The Department of Labor's basic responsibilities include:

-- identifying the need for occupational training;

-- selecting trainees, determining eligibility and paying allowances;

-- referring trainees to schools and other training facilities;

-- assisting trainees in job placement;

-- arranging for on-the-job training.

HEW has the statutory responsibility to provide education and training for persons referred by the Department of Labor. These education and training activities include:

-- all institutional training provided MDTA trainees, including basic education, prevocational, vocational and technical education;

-- establishing skills centers;

-- cooperative occupational training;

-- developing curriculum and instructional materials, especially for the disadvantaged;

-- paying up to $100 in health services for each person unable to meet this expense or unable to obtain services through community resources.

Neighborhood Youth Corps

The Neighborhood Youth Corps provides paid jobs for both in-school and out-of-school young men and women who are from low-income families. The program is locally initiated and locally operated. The work that enrollees undertake must provide or increase the public services that would not otherwise be provided in the communities where the youth live. This assures that wage earners would not be displaced by Neighborhood Youth Corps enrollees. There are several kinds of programs:

> In-School Program. The in-school program is designed to help young people stay in school by providing part-time work coupled with counseling and, when necessary, the related remedial education.

Out-of-School Program. The out-of-school program is designed to increase employability for the unemployed young men and women who are not in school. The program provides work experience, special training, counseling and career-related services that will result in return to school or in improving motivation and work habits leading to vocational training or permanent employment.

Summer Program. The NYC summer program makes it possible for people to work during the summer months and earn money and receive counseling. The emphasis is on return to school, both by providing paid jobs and by counseling that will encourage the continuation of education. The out-of-school program, in operation throughout the year, also provides jobs during the summer months for the dropouts.

The 1971 Summer Program has been developed by the U. S. Department of Labor USTES, with other cooperating agencies, including the Environmental Protection Agency, U. S. Office of Education, Department of Health, Education and Welfare, and the National Alliance of Businessmen. The slot allocations at the local level will be made by the Regional Manpower Administrator, sponsors,and representatives of the agencies involved. The Mayor's office will be the center of planning in many instances, the youth coordinators being the focal point in most cases.

NYC summer worksite possibilities and program models for summer 1971 are being developed by the above-named agencies; some of these are outlined below:

a. Summer Program Action to Renew Environment (SPARE) Because of the success and popularity of the Operation Clean Waters program during summer 1970, SPARE programs are being expanded and encouraged locally. The coordinating agencies are the Environmental Protection Agency and the U. S. Conference of Mayors/ National League of Cities. The program this summer will include worksites in community agencies responsible for Water Control, Air Pollution Control, Solid Waste, Pesticide Control and monitoring for the 1899 Refuse Act. The SPARE program will be coordinated at the local level through the Mayor's office. NYC sponsors will provide enrollee wages and supportive services and the local user agency will provide the supervision.

b. Vocational Exploration in the Private Sector (VEPS) A new program for summer 1971, VEPS is designed for NYC in-school youth and is being initiated on a pilot basis in 14 selected cities. The Bureau of Adult, Vocational and Technical Education of the Office of Education, working through State administrators, is to contact counselors in local school systems to identify in-school NYC enrollees entering their junior and senior years in high school and could be classified as potential drop-outs. The National Alliance of Businessmen, working through its regional offices to its local metro offices, is to identify private sector employers who will provide orientation to the world-of-work, exploration of a particular industry and some on-the-job skill training and counseling during the summer period. Wages of NYC enrollees will be paid by the Department of Labor. Employers will be encouraged to retain the youth in part-time employment during the school year; the employer will pay the salary during this time.

c. The Odd-Job Employment Program. Based on the Atlanta Rent-A-Kid model, the Odd-Job Employment Program is designed to help youth under 16 years of age find summer employment. Small employment offices (satellite offices) manned by NYC enrollees will place the under 16 youth; College Work-Study staff will supervise the NYC enrollees who will take job orders, make job assignments, and interview applicants. Employers will pay the youth directly. Fifty cities are to receive technical assistance in planning, organization, and administration of the program for summer 1971.

d. Sesame Street Viewing Centers. NYC enrollees will be used in Sesame Street Viewing Centers in 13 cities this summer. The enrollees will be trained and supervised to provide reinforcement to groups of pre-school youngsters in centers established in low-income areas.

e. Indian Health Project. NYC enrollees will be offered an opportunity to serve with teams of medical, nursing, dental and pharmacy students spending nine weeks in health projects designed and developed by various tribes on Indian Reservations. The enrollees will be involved in health screening, community health education, health surveys, clinical assistance and other duties. The Student American Medical Association is sponsoring the health teams; the Health Services and Mental Health Administration of HEW is funding the project. Eleven projects are proposed for Arizona and one in New Mexico.

REFERENCE MATERIAL

INVENTORY OF VOCATIONAL EDUCATION STATISTICS IN FEDERAL AGENCIES. Survey on availability of statistics on vocational education in federal agencies conducted by Evelyn R. Kay, Adult and Vocational Education, Survey Branch, Department of Health Education and Welfare, National Center for Educational Statistics, Washington, D.C.

ALTERNATIVE TO A DECADENT SOCIETY. James A. Rhodes, former Governor of Ohio, outlines the need for a more relevant educational system through technical education at the secondary level, as that is the last opportunity for full-time education for most of the population. Available from Howard W. Sams & Co., Inc, the Bobbs-Merrill Co., Inc., New York, New York.

VOCATIONAL EDUCATION AND GUIDANCE: A SYSTEM FOR THE SEVENTIES. Former Ohio Governor James A. Rhodes outlines an education and guidance system to begin at kindergarten. Available from Charles E. Merrill Publishing Company, Columbus, Ohio 43085.

IMPLEMENTING THE VOCATIONAL EDUCATION AMENDMENTS OF 1968 FOR THE DISADVANTAGED OR HANDICAPPED: SURGE (Suggested Utilization of Resources and Guide for Expenditures). Single copies available from the U. S. Department of Health, Education and Welfare, Office of Education, Bureau of Adult, Vocational, and Technical Education, Division of Vocational and Technical Education, Washington, D.C. 20202

THE VOCATIONAL EDUCATION AMENDMENTS OF 1968, a brief resume of the amendments. For sale by the Superindendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, 15¢.

LEARNING FOR EARNING: NEW OPPORTUNITIES FOR PAYCHECK EDUCATION, discusses opportunities available through funds and programs made possible by the Vocational Education Amendments for 1968. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.D., 20402, 25¢.

NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION, VOCATIONAL EDUCATION AMENDMENTS OF 1968, First (July 15, 1969), Second (November 15, 1969), Third (July 20, 1970) reports. Available from the Department of Health, Education and Welfare, Office of Education, Washington, D.C. 20201.

VOCATIONAL EDUCATION: THE BRIDGE BETWEEN MAN AND HIS WORK. General Report by the Advisory Council on Vocational Education. For Sale by the Superindent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, $1.25.

VOCATIONAL EDUCATION: THE BRIDGE BETWEEN MAN AND HIS WORK, contains highlights of the findings and recommendations from the General Report of the Advisory Council on Vocational Education. For sale from the Superintendent of Documents, U.S. Government of Documents, U. S Government Printing Office, Washington, D.C. 20402, 20¢.

ENVIRONMENTAL TECHNOLOGY, description of a cooperative program of the Texas Education Agency and the Construction Industry Council for Education, Manpower and Research (CICEMR) to provide vocational education for four years of high school to youth who might wish to work in the field of construction. The pilot program concerns itself with environmental technology. For copies or additional information, contact Mr. John R. Guemple, Associate Commissioner for Occupational Education and Technology, Texas Education Agency, 201 East 11th Street, Austin, Texas 78711; or, Mr. Walter Kerr, Executive Director, CICEMR, P.O. Box 2, Tyler, Texas 75201.

A STARTER FILE FOR FREE OCCUPATIONAL LITERATURE, lists a condensation of available vocational educational materials, all of which are free. An excellent source for guidance counselor or in-service Counseling for potential vocational education students, Available for $1.25 from B'nai B'rith Vocational Service. 1640 Rhode Island Avenue, Northwest, Washington, D.C. 20036.

BREAKTHROUGH FOR DISADVANTAGED YOUTH. A compendium of programs operated by the Manpower Administration of the U.S. Department of Labor. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, $2.

HOW THE OFFICE OF EDUCATION ASSISTS COLLEGE STUDENTS AND COLLEGES, a comprehensive source book for information on financial assistance for students and their colleges, is available from the Superintendent of Documents, U. S. Government Printing Office, Washington D.C. 20402, 70¢.

HIGHER EDUCATION EARNED DEGREES CONFERRED: Part A Summary data. First of a two part set, presenting summary data on the third higher education General Information Survey Package. For sale from the Superintendent of Documents U.S Government Printing Office, Washington, D.C. 20402, 65¢.

HIGHER EDUCATION -- ASSOCIATE DEGREES AND OTHER FORMAL AWARDS BELOW THE BACCALAUREATE 1967-68. Second part of Higher Education general information survey. Provides a detailed listing of awards below the baccalaureate level granted by educational institutions in the 1967-68 academic year. The Superintendent of Documents, United States Printing Office, Washington, D. C. 20402,$1.25.

HEAD START CAREER DEVELOPMENTS, a bibliography for use in Head Start training and career development programs. Available from Head Start Career Development Program National Institute for New Careers, 4301 Connecticut Avenue, Northwest, Washington, D.C. 20008.

FEDERAL PROGRAMS IN JOB TRAINING AND RETRAINING, a complete listing of Federal assistance with information on who to contact for additional funding information. Listings are arranged according to whether the program is for youth or adults. Health, Education and Welfare, OE-37012. For Sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, 50¢.

CAREERS WITHOUT COLLEGE, an article appearing in the July 1970 issue of Ebony Magazine, surveys the training requirements, earning possibilities, and openings in fields which do not require a college degree. A listing of schools which offer various training is also included. Reprints are available from Johnson Publishing Co., 1820 South Michigan Avenue, Chicago, Illinois 60616, 10¢.

NEW CAREERS FOR THE DISADVANTAGED IN HUMAN SERVICE, an Experimental and Demonstration Finding (#9). Single Copies available from the Manpower Administration, U.S. Department of Labor Washington, D.C. 20210.

JOB GUIDE FOR YOUNG WORKERS, a Manpower Administration U.S. Department of Labor Publication that gives information on possible careers. Details include job descriptions, salaries, advancement possibilities, and how to find the job that fits your qualifications. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, $1.50.

THE AUGUST MARTIN HIGH SCHOOL. A pamphlet describing the school's curriculum which emphasizes the air transport industry. The school has been converted from a low-attendance general education institution to one which prepares its students for careers in the air industry. Materials available from the Planning Committee, August Martin High School, Hangar 7, Center, LaGuardia Airport, Flushing, New York 11371.

A GUIDE TO THE DEVELOPMENT OF VOCATIONAL EDUCATION PROGRAMS AND SERVICES FOR THE DISADVANTAGED. A discussion of the 1963 and 1968 Vocational Education Amendments and their effect on disadvantaged youth; curriculum development theory and specific programs are included. Available from the National Committee on Employment of Youth, 145 East 32nd Street, New York, New York 10016.

FINANCIAL AID FOR HIGHER EDUCATION suggests potential sources for assistance. It also gives a list of participating colleges. Available from the Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402, $1.

DISTRIBUTIVE EDUCATION IN THE HIGH SCHOOLS, is available from the United States Government Printing Office, Division of Public Documents, Washington, D. C. 20402, (OE-82019), 65¢.

NEED A LIFT? A handbook to educational opportunities, careers, loans, scholarships and employment. Available from the American Legion, Post Office Box 1055, Indianapolis, Indiana 46206, 50¢.

FACTS ABOUT THE BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION. Provides general information on the mission of the bureau and describes the programs which it administers. Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402, 25¢.

FACTS ABOUT ADULT, VOCATIONAL, AND LIBRARY PROGRAMS. General information on programs administered by the Bureau of Adult, Vocational, and Technical Education. For sale from Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402, 30¢.

INDEX/GUIDE TO YOUTH PROGRAMS IN THE CATALOG OF FEDERAL DOMESTIC ASSISTANCE. Compiled by PCOYO with OMB. Write to Mr. Tom Snyder, New EOB, Room G236, Washington, D.C. 20503.

Chapter III

FULLER USE OF EDUCATIONAL RESOURCES

Initially, most urban schools in America operated on an essentially year-round basis. It wasn't until the middle of the nineteenth century that the demand for child labor spread from the farm to the city and made popular the practice of closing schools for two to four months each year.

In his 1970 Education Message, President Nixon reminded Congress of the fact that "Many public and nonpublic school systems make inefficient use of their facilities and staff. The nine-month school year may have been justified when most youngsters helped in the fields during the summer months, but it is doubtful whether many communities can any longer afford to let expensive facilities sit idle for one-quarter of the year."

During the past one hundred years, a few public school systems have experimented with extended school years. Economy of construction and maintenance, better utilization of existing facilities, reduced teacher requirements, and other savings have been the usual objectives.

Even with these projected savings and efficiencies, the annual closing of schools in the summer months continues. And, this closing has two primary results pertinent to youth program considerations:

1. It precipitates a demand for temporary work that cannot be met;
2. It isolates many youth for two to three months from the facilities and services most capable of meeting their needs.

Summertime is an especially critical period for many youth, particularly the disadvantaged. It can bring idleness, arrested intellectual growth, and an eroding of the educational progress made during the school year. Many studies have found that teachers in upper elementary grades particularly spend the first few months of the school year making up the pupil achievement losses which occurred in the summer. Traditionally, the juvenile crime rate increases during the summer vacation period, and experts suggest that high school student participation in civil disorders is reduced when schools are open. In addition to the need to help interested students supplement their education, it is imperative that an alternative be found for those growing numbers of students who are unable to find summer employment.

In the face of the educational crisis confronting governmental bodies and the generally increased demand for classroom space and school services, wasteful disuse of these resources in the summer months, on weekends, and in after-school hours must be reversed.

Summer, weekend, and after-hour programs afford a unique opportunity to couple education, employment and recreation programs in imaginative ways. Open schools can bring education to disadvantaged youth and they can be a source of income for youth who find work supervising activities for young children at school facilities.

Schools can become the focal point for a neighborhood's educational, social and recreational needs.

YOUTH COORDINATOR ROLE

A youth coordinator's primary role in education is to seek the development of valid programs for disadvantaged youth using the full educational resources of the community. This will entail:

-- Surveying the schools, colleges, and educationally-oriented agencies to identify their planned programs and available resources. All schools -- public, private, and parochial -- should be contacted. The survey of planned programs should provide information on the program title, age group to be served, number of participants, sponsor, director, specific activities planned, and facilities to be used.

-- Consulting with boards of education, superintendents, college officials and private agencies to determine their willingness to devote resources to special programs for poor youth. Since school boards are increasingly faced with pressures to limit special program expenditures, a strong case must be made for the allocation of additional resources for new or unscheduled programs. This is especially true where local budgets covering such programs have already been prepared.

-- Inviting representatives of the schools, colleges, and educationally-oriented agencies to serve on the Governor's or Mayor's Council on Youth Opportunity. The president of the Board of Education and the Superintendent of Schools may be especially helpful in this capacity.

-- Establishing an education planning committee under the leadership of older youth and educators to set priorities in programs for disadvantaged youth. The committee should include representatives of the previously mentioned educational groups, business, Community Action Agency, Employment Service, Welfare Department, Recreation Department, Health Department, civil rights and ethnic organizations, labor unions, teachers, and disadvantaged students.

-- Asking business, unions, and private and non-profit agencies to share employment counseling and vocational guidance personnel with the schools. Business might also be willing to work with the schools in developing vocational training programs that will meet the future skill needs of the community. Trade associations may be helpful in taking the lead in initiating such projects.

-- Evaluating the effectiveness of existing programs and policies directed at the actual or potential dropout.

-- Involving youth in program planning and implementation. It may be helpful to conduct surveys among in-school youth, hire youth to conduct a similar survey among out-of-school youth, and provide for substantial youth representation in the education planning committee.

-- *Making special efforts to fully involve the disadvantaged in determining their own programs.* This step should include ensuring that residents of poor neighborhoods, and especially the fathers and mothers of disadvantaged students, help plan the courses funded under Title I of the Elementary and Secondary Education Act. Congress has stipulated that this is to be done.

-- Avoiding the formal atmosphere of regular schools, particularly through the use of lower pupil-teacher ratios to upgrade skills in specific deficiencies identified in the regular school program.

-- Exploring new methods of educationally reaching youth who do not respond to traditional education methods, possibly through the use of arts workshops or employment of underachievers as tutors for younger age groups.

-- Making special use of available resources and personnel in vocational counseling and recreation-education-employment combination programs using facilities such as gyms, playgrounds, pools, libraries, etc.

-- Initiating a year-round Stay-in-School Campaign.

-- Asking businessmen to urge their summer employees to return to school and to provide part-time in-school jobs for those who will need them.

-- Ensuring that all summer programs include the Stay in School theme as an integral component of their activities.

-- Developing a means of identifying and staying in touch with actual and potential dropouts.

RESOURCES

The resources required to conduct special or expanded educational programs -- whether stemming from Federal, state or local sources -- will most often already exist in the community.

1. State or Local Funds

Most of the decisions affecting the use of education program funds, regardless of the source of the funds, are made at the local or state level. The local school district itself is the major source of funds. Other primary sources of educational funding assistance are the state and Federal Government. In some instances, funding assistance may be available from foundations or city and county governments.

The list of funding sources that follows should be viewed by a youth coordinator as information which may be helpful in his consultations with school officials. A youth coordinator should bear in mind that, in most instances, local school officials will have already tapped or attempted to tap available sources of funds. However, there may also be instances when good, substantial program ideas will be helpful to school officials in justifying additional allocations under an existing program.

Funding sources can sometimes be combined in imaginative ways. It is therefore useful to look first at what might be done, and then consider funding possibilities. When approaching school officials with suggestions for new programs, it will be necessary to convince them that the recommended approaches actually will provide a better use of existing funds, either educationally or in terms of other community problems.

2. Federal Funds

Federal programs of assistance to local school districts and colleges and universities include:

Elementary and Secondary Education Act (Title I) -- This program, designed to meet the special needs of educationally-deprived children, is a major resource. The funds are allocated locally through a specific formula based on the number of poor youth in the school district. These funds are year-round allocations.

Elementary and Secondary Education Act (Title I: Migrant Fund) -- Funds under this program go directly to the State. They are allocated for special education programs for migratory children of migratory agricultural workers. Many States have established summer school programs to provide migratory children with an opportunity to make up schooling lost during the regular school year. Summer programs may include remedial instruction, cultural enrichment projects involving field trips, summer camps and instruction in music, arts, homemaking, health, citizenship, and vocational training. The appropriate contact is the State Title I coordinator.

Elementary and Secondary Education Act (Title III) -- This program provides grants for supplementary educational centers and services which may be provided through local schools and other community agencies for the development of experimental and model programs. Long lead time is usually required.

Elementary and Secondary Education Act (Title VII: Bilingual Experimental and Demonstration Programs) -- This program provides for bilingual experimental and demonstration courses in languages other than English.

Elementary and Secondary Education Act (Title VIII) -- A new dropout prevention demonstration program is authorized under this Title of ESEA. Funding was begun in fiscal year 1969 for experimental demonstrations to discover effective educational practices which show promise of reducing the number of children who do not complete their education in elementary and secondary schools, especially disadvantaged children. The Office of Education cautions that Congress envisions this project as a concentrated demonstration effort in a limited number of cities and rural areas. Specifications for projects are stringent.

Higher Education Act (Title I) --This program provides funds to institutions of higher education to support extension and continuing education programs designed to solve community problems and to meet the continuing educational needs of citizens whose formal education had been terminated or interrupted. Funds are apportioned to states according to population, but within states each university or college must apply to the Title I, HEA administrator for funding of special projects. Normally community service projects are looked upon favorably, but the college must make the application.

Higher Education Act (Title V-B: Teacher Corps) -- Teacher Corps university centers participate in many youth programs. Teacher Corps interns receive $75 a week plus $15 per dependent and free tuition during a program. They work about 60 per cent of the school week in schools, organize education projects in the school neighborhoods, and carry heavy academic loads at a university. Those who graduate receive certification as teachers and a bachelor's or master's degree in education. A youth coordinator should contact the local Teacher Corps representative about the availability of members in his city, or write Teacher Corps, Washington, D. C., 20202, for further information.

Education Professions Development Act (PL-90-35) -- This program offers a special new tool to involve universities and colleges in trying out summer teaching, tutoring, counseling programs in conjunction with community service efforts. It also enables universities to broaden the way in which teachers are trained and aids local poverty area schools in improving staff utilizations so that children receive better education. The training and use of small teams of interns led by an experienced teacher are the means by which educational reforms are introduced and tested. Grants are awarded uncer this Act.

Economic Opportunity Act of 1964 -- This legislation provides a host of possible education programs in the schools, Community Action Agencies, and non-profit and public agencies. The Act covers Community Action Programs, Tutorial Programs, VISTA Summer Associates, Upward Bound, Neighborhood Youth Corps, and Head Start. The local Community Action Agency can provide detailed information on each.

Neighborhood Youth Corps offers school districts an opportunity to employ youth and to involve them as junior staff members in programs for young children, especially in tutorial programs and recreational activities using school facilities.

Head Start focuses on pre-school disadvantaged children. When combined with other Office of Economic Opportunity and Office of Education programs, it can offer opportunities for older youth to work as tutors and serve as success models for the children.

National Defense Education Act (Title V-A)--This provision allows local school districts to establish, maintain, and improve guidance counseling and testing programs for dropouts, unemployed youth, minority youth, and economically disadvantages youth. The training of counselors to implement these services are made available. through he Education Professions Development Act.

3. Other Funding Sources

Most public schools that are open for about 1,350 hours for academic purposes could well be kept open for as many as 2,500 additional hours per year for expanded community use. The Flint Community School Concept points the way to make this extended activity possible, while reducing duplication of effort and spending for community services.

The Flint Community School Concept was created through research carried out by the Charles Stewart Mott Foundation of Flint, Michigan. Over 160 communities have adopted the Flint plan, aided by Community Education Centers operating in colleges and universities in 11 locations across the country. (See Appendix.)

These Regional Centers provide on-the-spot assistance for establishing the community school concept. Their trained personnel help to bring together the community elements -- such as the Board of Education, Recreation Department and voluntary agencies -- that must be involved for the program to be successful. In some cases, they provide small grants to help initiate a project. Follow-up consultation services in the areas of program planning and leadership training are also available.

Additional sources of funds for expanded education programs include:

State Funds -- Some states have enacted legislation similar to Title I and Title III of the Elementary and Secondary Education Act of the Federal Government. A youth coordinator should check to see if his State is one of these.

Parochial Schools -- Parochial and other private schools will often be willing to participate in the community's programs. A youth coordinator should contact local religious leaders and the heads of the schools to encourage their participation.

City, County Government -- In certain instances, city and/or county funds may be appropriated or reallocated to support recreation and employment programs using school or college facilities.

4. Facilities

The primary sources of facilities for educational programs or combination programs with educational components are:

Schools, Colleges, and Universities -- These facilities include playgrounds, gymnasiums, swimming pools, classrooms, vocational shops, music rooms and instruments, auditoriums, athletic fields, libraries, secretarial training equipment, counseling aide. science laboratories, buses.

The Community-- Numerous groups within the community may contribute facilities and equipment for educational programs. They include theaters, auditoriums, stadiums, convention centers, business schools, storefronts, Federal buildings, libraries, museums, neighborhood centers, fire stations, police stations, park and recreation areas, churches, YWCA, YMCA, fraternal organizations, etc.

5. Manpower

Federally-funded programs which can be tapped for personnel to supplement program staff include College Work-Study, Neighborhood Youth Corps, VISTA and the Teacher Corps. College students and faculty members are also good sources of supplementary program staff.

Community volunteers, particularly those with specialized training in the subject area to be covered in education programs, can be very helpful. However, these volunteers must be actively recruited. Public appeals for volunteers should be very specific as to the skills needed and as to how residents sign up for the programs.

PROGRAM EXAMPLES

Year-Round Schools

1. Atlanta Four-Quarter System

The Atlanta public school system began operating in 1968 a year-round school curriculum. The change from two semesters to four quarters required a curriculum review resulting in new, improved teaching methods, better utilization of physical plants, development of more relevant texts and teaching materials, more efficient administrative procedures and techniques. The Bureau of Research of the U. S. Office of Education provided funds for the system overhaul process, which included most teachers, virtually all principals and administrators, and many parents and students. Much of the success of the program is due to the fact that the program is voluntary and tuition free, and that every part of the system is as flexible as possible so as to increase opportunities for students and teachers.

2. Flint "Community Schools"

Flint, Michigan, schools are open seven days a week all summer long. These "community schools" provide summer school and extended school programs for elementary pupils, remedial classes for junior high students, regular summer courses for high school youth, pre-school classes, teacher workshops, and recreation programs that make use of school facilities. Funds come from the Mott Family Foundation, Title I of the Elementary and Secondary Education Act, Head Start, Neighborhood Youth Corps, and the local school budget.

3. Louisville Project WORC

Louisville instituted a Summer (1970) Community School program as a result of a $150,000 grant made possible through the $50 million summer NYC-Recreation Support Supplemental. Project WORC (Work, Orientation, Recreation and Culture) devised by the Louisville School Board kept six schools open during the summer for the purpose of conducting recreation/culture and occupational orientation and training.

Special Reading Projects

1. Reading Resources Network. A project establishing a chain of one-stop information centers on reading at 25 campuses is supported by the Office of Education's National Center for Educational Research and Development. The centers make available the latest information, research findings or materials on reading to teachers, interested laymen, school officials, board members and researchers. The project is headed by Dr. James L. Laffey of the Educational Resources Information Center (ERIC) Clearinghouse on Reading at Indiana University, Bloomington.

2. Youth Tutoring Youth. The National Commission on Resources for Youth, a non-profit corporation, has sponsored youth-to-youth tutorial projects in 60 cities and found that disadvantaged students as well as their tutors, benefited. Academic gains were surprising. The reading skills, behavior, and dress of both tutors and students also changed for the better. The programs linked youth-to-youth tutoring concepts with the Neighborhood Youth Corps, thereby providing work opportunities for high school students.

3. "World Traveler." A U. S. Office of Education grant to the Alexander Graham Bell Association for the Deaf has produced a magazine aimed at young people and adults with reading deficiencies due to disadvantaged backgrounds or physical handicaps. The pocket-sized, 16-page publication for people of different ages reading at about the third grade level costs $2.25 for 12 issues and is available through World Traveler, Dept. YO, 1537 35th Street, N. W., Washington, D. C. 20007.

New Approaches

1. Pittsburgh Project

In Pittsburgh a special approach to learning is stimulating inner-city youngsters aged 3 to 6 to teach themselves to read, write, and touch-type. The project was developed by Dr. O. K. Moore through a grant under the Cooperative Research Act. Dr. Moore calls his approach "Clarifying Educational Environments," because it aims to set up special learning situations in which children can be clear about what they are doing and move ahead on their own. He uses self-paced learning materials which the children master partly through ingenious combinations of such ordinary equipment as electric typewriters, tape recorders, and film projectors. The program employs Black paraprofessional aides who follow the children's progress through self-paced materials.

2. Boston's Summer Education Program

In a Boston, Massachusetts, summer education program, pupils in grades five through nine were allowed to select their own courses in a main area of interest in such creative arts as music, drama, dance, art, and photography. One of the main features of the program was that it offered motivation for learning where regular teaching techniques had failed.

3. The Cleveland Approach

Teacher Corps members in Cleveland helped supervise large groups of children attending summer arts festivals. Interns telephoned parents and made home visits as follow-up on other available programs.

4. "Teen Posts"

San Diego's "Teen Posts," youth centers located in inner-city neighborhoods, conducted classes in Swahili, Black History and Culture, sewing and auto mechanics.

5. The Chad School

In Newark, New Jersey, the Black Youth Council, an inner-city high school and college group, has begun a community school for three to five year-old children. Chad School is run by members of the Youth Council, who went through extensive training provided by volunteer professional educators. The school stresses reading, speech skills, and self-awareness in its daily curriculum.

6. Summer Driver Education

Birmingham, Alabama, gives the in-car part of its driver education course in summer because schedules can be made as flexible as students require.

7. "Street Academies "

The "street academies" of the New York Urban League provide teaching methods that differ substantially from public school practices for mostly Black teen-agers from Harlem who had quit the city public high schools. Many of the youth had fallen prey to narcotics, taken up petty crime or begun wandering aimlessly in the streets. Classes are small, usually with fewer than 10 students, and instructors keep the atmosphere informal, like a free-wheeling seminar. The "street academies" are an inner-city version of the old one-room schoolhouse. Funds from the Federal Government, foundations, business, and the city are used to run the academies from such locations as a former supermarket and a one-time clothing store. The program concept has been widely imitated, and was adopted in 1970 by the U. S. Post Office which opened Postal Academies in five cities.

8. Student School Boards

In Santa Barbara, California, a student school board has been formed. The board includes representatives from each of the District's high schools, each of whom serve one-year terms. The students draw up their own agenda and the adults present at their meetings act only as advisors. A representative of the Student Board sits with the Board of Education as an advisory member, with full speaking privileges. In addition, students are represented on the Board's Task Force on School Problems. The Student Board recommends action to the Board and has been successful in achieving changes in the dress and grooming code for all schools, placement of youth representatives on curriculum advisory committees, and realization that students can play a substantial role in dealing with such difficult problems as school integration if they are in on the decision-making process.

In North Carolina, the Task Force on Student Involvement researches all aspects of school operation and reports directly to the Superintendent of Public Instruction. The state-wide committee draws from each of the eight educational districts and is administered by a high school student and an adult leader.

9. "Insight 70"

The Mayor's High School Advisory Committee in Evansville, Indiana, sponsored a human relations conference for students from the town's 8 high schools. Subjects covered were bussing, group action programs and racial problems facing the high schools in an attempt to ease tensions surrounding school desegregation.

10. Urban University

On its Newark, Camden, and New Brunswick campuses, New Jersey's Rutgers University is experimenting with a program to provide a remedial education for ghetto youth so that they are faced with an easier transition from high school to university education. The Urban University Department is running this pilot program to demonstrate the feasibility of open enrollment by taking in the kind of disadvantaged students who would seem to present the most problems. They seek to ensure that youth who haven't done well in high school are encouraged to go to college and given a real opportunity to succeed after they get there.

UUD students must take "developmental" courses in such basics as theme composition and math for two to four semesters, after which they either become full-fledged undergraduate or are dropped from the program on the advice of the regular college admissions officials. They also take at least one regular college credit course and eventually work up to a load of three or four regular courses. If and when they matriculate to the regular college programs, they can count the credit course toward their degree requirements.

11. George Junior Republic

In the city of Freeville, New York, the youth community is based on the idea that some young people who have had difficulties in their home communities may best be helped toward personal adjustment and integration into society through itensified experiences in social living in an environment where life is essentially "normal" but where an emphasis is placed on self-responsibility. Vocational education related to the Republic's needs is 50% of the curriculum [building construction; upholstery shop; electronics shop; print shop, home economics (serving, cooking); landscaping; and agricultural commodities] and materially assists in immediate job placement on completion of high school within the "Republic."

REFERENCE MATERIALS

AMERICAN EDUCATION. Monthly Education Magazine published ten times a year by the Office of Education, Department of Health, Education, and Welfare. An excellent source for program ideas. For sale by Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402, 45¢ per copy.

COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS: SOURCES OF FUNDS FOR EDUCATIONAL AGENCIES, ORGANIZATIONS, AND INSTITUTIONS gives details about more than 60 Federal programs including title, administering agency, legal authorization, funding levels, program description, and addresses to write for further information. Available from the Office of Federal Relations, 320 Agriculture Hall, Oregon State University, Corvallis, Oregon 97331, $4.

THE UNITED STATES OFFICE OF EDUCATION. A handbook on the organization and functions of this Federal agency. For sale by the Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402, 75¢.

EXTENDED USE OF SCHOOL FACILITIES is a publication showing the results of a U. S. Office of Education study of nine school districts' use of school facilities after hours. An overall view of extended school days, weeks and years, plus case studies of the nine districts provides a balanced and informative picture of possibilities for school facilities outside of the regular school year. For sale by the Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402, 70¢.

THE YEAR-ROUND SCHOOL, a booklet describing several approaches to year-round education, is available from the American Association of School Administrators, 1201 16th Street, N. W., Washington, D. C. 20036, $2.

PROFILES IN QUALITY EDUCATION presents 150 outstanding Title I, ESEA, projects from across the nation. The main focus is on basic Title I activities and how they serve poor children, including migrant, handicapped, and delinquent children. Available from the Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402, $1.25.

NOTES AND WORKING PAPERS CONCERNING THE ADMINISTRATION OF PROGRAMS UNDER THE HIGHER EDUCATION ACT OF 1965. Although dated, this document is a useful introduction to basic programs covered by the Higher Education Act of 1965. Available from the Committee on Labor and Welfare, U. S. Senate, Washington, D. C. 20510.

AMERICAN INDIAN EDUCATION - A SELECTED BIBLIOGRAPHY by Cecilia J. Martinez and Jane S. Hethman is available from the Clearinghouse on Rural Education and Small Schools, Box 38P, New Mexico State University, Las Cruces, New Mexico 88001.

IMPROVING EDUCATION THROUGH ESEA: 12 Stories. Twelve samples of what can be done with Federal assistance authorized under the Elementary and Secondary Education Act of 1965. U. S. Office of Education, Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402, $1.

AFRO-AMERICANS: A Handbook for Educators and MEXICAN-AMERICANS: A Handbook for Educators. Both available from Far West Laboratory for Educational Research and Development, 1 Garden Circle, Hotel Claremont, Berkeley, California 94705.

FEDERAL PROGRAMS TO IMPROVE MEXICAN-AMERICAN EDUCATION. U. S. Office of Education, Mexican-American Affairs Unit, Washington, D. C. 20202.

EDUCATION DIRECTOR - EDUCATION ASSOCIATIONS 1969-1970. A listing of educational Associations and their addresses by regions, States, categories. Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402, $1.25.

THE NEGRO IN SCHOOLROOM LITERATURE, a bibliography of resource materials for children from kindergarten through the sixth grade. Available from the Center for Urban Education, Department NM, 105 Madison Avenue, New York, New York 10016, 60¢.

IT WORKS: SERIES OF SUCCESSFUL COMPREHENSIVE EDUCATION PROGRAMS provides in-depth reports on over 30 programs. Each project is treated in a separate booklet giving its specific program activities, staffing, and budget. These reports were done by the American Institutes for Research in the Behavioral Sciences (Palo Alto, California). Order blanks are available from the U. S. Office of Education, Department of Health, Education, and Welfare, Washington, D. C. 20202.

SPECIAL REPORT: SUMMER PROJECTS. Summer program ideas for use of summer funds under Title I of the Elementary and Secondary Education Act are given. Available from Office of Education, Publications Office, Washington, D. C. 20202.

A CHANCE FOR A CHANGE: NEW SCHOOL PROGRAMS FOR THE DISADVANTAGED. Descriptions of programs for which funds under Title I of the Elementary and Secondary Education Act may be used. Available from Office of Education, Publications Office, Washington, D. C. 20202.

PACESETTERS IN INNOVATION is a cumulative issue containing information on Projects to Advance Creativity in Education (PACE) that were begun in fiscal year 1966, financed under Title III of the Elementary and Secondary Education Act. For sale by the Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402 (OE-20103), $5.

UPWARD BOUND: THE WAR ON TALENT WASTE. A description of what the program is and who may apply. Available from Information Office, Office of Economic Opportunity, Washington, D. C. 20506.

THE NEW SCHOOLS EXCHANGE NEWSLETTER, a central resource and clearinghouse for persons involved in alternatives in education, is available by writing to 2840 Hidden Valley Lane, Santa Barbara, California 93103, $1 per month; $10 per year.

YOUTH TUTORING YOUTH -- IT WORKED is a report on an in-school Neighborhood Youth Corps Demonstration Project, funded by the Manpower Administration, U. S. Department of Labor.

MANUAL OF 1,500 EDUCATIONAL PROJECTS EMPHASIZING INNOVATIVE TECHNIQUES. A reference manual, published by the Office of Education, with subject and geographic area indexes for location of a project. The publication (OE-20103-69) may be purchased from the Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402, $5.

TEACHING THE DISADVANTAGED. An NEA booklet which discusses problems and special needs of the economically disadvantaged student and suggests means of meeting these needs. National Education Association, 1201 Sixteenth St., N. W., Washington, D. C. 20036, 25¢.

IT WORKS, a series of compensatory educational programs which have produced significant acknowledgment among educationally disadvantaged youth. The booklets may be purchased from the Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402. Publications should be ordered by name and number:

.. LANGUAGE STIMULATION PROGRAM, Auburn, Alabama, OE-37058, 20¢.

.. THE PRESCHOOL PROGRAM, Oakland, California OE-37057, 20¢.

.. LEARNING TO LEARN PROGRAM, Jacksonville, Florida, OE-37056, 25¢.

.. PROJECT EARLY PUSH, Buffalo, New York, OE-37055, 20¢.

.. THE AMELIORATIVE PRESCHOOL PROGRAM, Champaign, Illinois, OE-37054, 15¢.

.. THE MALAHAR READING PROGRAM FOR MEXICAN-AMERICAN CHILDREN, Los Angeles, California, OE-37053, 25¢.

.. THE PLUS PROGRAM, Buffalo, New York, OE-37052, 20¢.

.. AFTERNOON REMEDIAL AND ENRICHMENT PROGRAM, Buffalo, New York, OE-37051, 15¢.

.. THE AUGMENTED READING PROJECT, Pomona, California, OE-37048, 20¢.

.. EXPANDED LANGUAGE ARTS, Buffalo, New York, OE-37050, 15¢.

.. SUMMER UPWARD BOUND, Terre Haute, Indiana, OE-37049, 20¢.

NYC GOES TO A COMMUNITY COLLEGE, a report on a California program in which Neighborhood Youth Corps workers were employed on college campuses and were able to enroll in summer college courses. Prepared by Evaluation Technology Corporation for the Manpower Administration, U. S. Department of Labor, Washington, D. C. 20210.

THIS THEY DIG, a descriptive film which features the street academy approach to coping with hard core learners, is available from Denver Public Schools, Office of Federal Projects, 2330 East Fourth Avenue, Denver, Colorado 80223.

INDEX/GUIDE TO YOUTH PROGRAMS IN THE CATALOG OF FEDERAL DOMESTIC ASSISTANCE. Compiled by PCOYO with OMB. Write to Mr. Tom Snyder New EOB, Room G236, Washington, D.C. 20503.

Chapter IV

RECREATION AND ARTS

Recreation

Recreation is used here as a descriptive title for all programs providing leisure time activities. Such activities are of value to all youth employed or unemployed.

Informal 1971 surveys show that the findings of the 1968 National League of Cities survey of 15 cities are still valid:

> "A number of city officials stated flatly that existing recreational programs simply do not meet the needs of teenagers and young adults. In the past, recreation officials frequently have failed to provide programs of interest to young people, and the programs that have been provided often have been poorly scheduled."

A recent study conducted in Monmouth County, New Jersey, found that an overwhelming majority of young people spend most of their leisure time "hanging around" or "using the mass media" (TV, radio, records). Participation in traditional organized activities was extremely low because of both "lack of interest" and "no opportunity." The "lack of interest" and "no opportunity" were attributed to inconvenient locations, inconvenient times of scheduling, irrelevance, and conspicuous supervision.

Studies of youth programs suggest that the most effective youth programs are those which cut across the standard categories of work, educational, and recreation and cultural activities -- programs that zero in on such things as youth-run activities and leadership training. Within this context, programs that might be classed as "recreation" offer the greatest opportunity to experiment, innovate, and serve a multiplicity of youth needs, whether year-round or summer in nature.

Contacts with local program participants verify that young people themselves see recreation in this light, rather than as traditional programs of playground equipment only, basketball only, camping only, etc.

The felt need of youth for recreation activities of this nature is indicated in a recent study by the TransCentury Corporation, in which participants in all programs rated physical recreation facilities highest or second highest on their list of what they would provide if operating programs themselves. Experience would indicate that this desire of older youth for physical recreation facilities implies running their own show, providing multiple activities and a place to congregate, and operating principally in the evening hours and on weekends.

While playgrounds and swimming pools would rate high in many neighborhoods as needed "physical recreation facilities," experience would indicate that the recently established neighborhood leadership centers of Project Progress in Washington, D. C. are more to the liking of inner-city youth. Such centers are largely youth-run, provide educational and employment benefits as well as activities, and are a place other than the streets to "hang around."

The need for a place other than the streets to "hang around" is a major one for inner-city youth. The most commonly given reason for participating in recreation programs covered by the recent TransCentury study was "to keep off the streets."

Many existing programs labeled "recreation" do not take proper advantage of the potential within these activities for youth-run projects, leadership training, and employment.

Arts

The arts encompass a broad, unstructured area which offers real opportunities for reaching disadvantaged youth when others fail. Arts workshops and creative activities which allow direct participation by youth can play a major role in effective youth programs. As the Director of Fordham's Center for Communications, Father John M. Culkin, points out:

> "They work, and a lot of traditional things aren't working all that well... They are more than cute, busy-work activities to keep the town from burning down. They touch close to what it means to be human."

Because of the diversity of potential programs in the arts, there is no single blueprint for success. Regardless of the type of activity, the following considerations apply:

1. It is essential that arts programs be based, from their very inception, upon the involvement of disadvantaged youth themselves. Youth must be active participants, not merely observers.

2. Workshop instructors and arts activity supervisors should be professionals in their field.

3. Creative arts centers should be located close to the individuals they are designed to serve.

4. Program staff should be conversant with and sympathetic to the needs of each separate community.

Special Summer Arts Festivals, talent contests, free performances, mobile units and traveling exhibits are helpful complements or conclusions to summer workshop activities. Each, however, should be closely linked with arts activities providing for direct youth participation.

In nearly all cases, the most effective arts programs are those involving workshops. Here the youth participate in the art experience, whether it is in African dance, puppetry, drama (in theatres and on the streets), creative writing, photography. While the numbers of youth participating are not as impressive as the figures for witnesses to a mass entertainment event, a recreation program, or trips to museums, art experts and education experts agree that the individual results are impressive. Given an opportunity to explore their own minds and worlds, youth (and adults as well), are freed to themselves and to a keener understanding of the world and what the world should be.

While participation in arts workshops is necessarily limited, past experience indicates that workshops are still the most effective arts activity. The cost of workshops can be reduced by the use of such existing facilities as schools, churches, and settlement houses, and by the use of volunteer artists and business-donated supplies.

YOUTH COORDINATOR ROLE

Recreation

The youth coordinator's primary tasks in the recreational area are to:

A. Find out just what the city has and needs in recreation programs and, once a need is clearly identified, determine which public or private agency or agencies can best meet the need. This will entail:

1. identifying and making available all of the physical and human resources of the community that can be used for recreational purposes.

2. developing maximum youth participation in the planning and implementation of recreational programs.

3. seeking a means of flexible funding which will enable the recreational planning committee to respond quickly to programs requested and designed by neighborhood youth groups as their answer to their needs.

It may be helpful to work towards the development of a city policy applicable to public and private agencies which would assign priorities in planning and programming for youth recreational activities.

B. Ensure that recreational programs give sufficient emphasis and/or recognition to:

1. planned and supervised activities in the evening and on weekends, the times of the day and week when 14-21 year-olds are most interested in recreational outlets.

2. the differing needs of older youth from younger age groups, and of girls from boys. Similarly the needs of the physically handicapped or disabled child should be recognized and provided for.

3. adequate transportation.

4. priority for year-round programs which peak in summer but have the potential for being continued after summer's end.

5. convenience and neighborhood acceptability of recreational facility and activity locations.*

C. Provide leadership and direction to a Recreation Planning Committee, composed of the city or metropolitan Parks and Recreation Department(s) and the private agencies and organizations involved in recreation programming or support. This will include:

1. educating the committee to the existing situation in terms of recreational facilities and the population to be served, perhaps by means of overlay maps, and charging the committee with responsibility for filling the gaps.

2. setting up an informational clearinghouse on scattered recreation efforts and seeking a means of coordinating scheduling of activities.

3. offering the committee the services of the public relations services of the municipal or regional government, or of a volunteer communications coordinator.

4. bringing to their attention the Federal and state resources that can be utilized locally.

5. urging establishment of coordinating committees for all programs in each target area, in which all agencies and the citizens of the target area are involved -- especially the young people to be served.

D. Make certain that the youth of the community know what recreation opportunities are available to them. Often activities are set up and inadequately publicized or publicized through channels that do not touch the most needy youth.

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*Program evaluations have indicated that some of the best facilities and events are often inaccessible to poor youth because of inadequate transportation, and that others within walking distance of neighborhood homes are not used because younger children would have to cross major intersections to get to them and/or because the facilities were not considered to be a part of the neighborhood "community."

Arts

The role of the youth coordinator in helping to provide good arts programming for youth includes many of the steps followed above in recreational programming. In fact, arts often can be integrated into a comprehensive "recreational" project. Arts, however, are not only leisure time activities. They are often part of the regular school curriculum and, indeed, are sometimes part of vocational education. For this reason, there are some special tasks the youth coordinator should perform to insure adequate arts programming, especially for the poor youth of the area, who often suffer a lack of routine exposure to the arts which is generally available to children of middle class families.

The youth coordinator's first step in the arts program area should be to contact the Community or State Arts Council for assistance in identifying on-going programs, resources, and technical assistance available. Every State now has an Arts Council, and these are listed in the Appendix. Technical assistance is also available from the National Council on the Arts, 1800 G Street, N. W., Washington, D. C. 20520.

The public schools should also be contacted concerning the availability of Federal funds under Titles I and III of the Elementary and Secondary Education Act (ESEA) which may be used for educationally-oriented arts activities.

The youth coordinator should use his influence to encourage local artists to involve themselves in bringing arts to the youth of the community. These professionals could work in the schools, in workshops, in on-going neighborhood programs, etc.

The youth coordinator should help plan field trips to museums, galleries, concerts, plays, etc., perhaps encouraging owners or managers to have special activities so that the youth might understand better and relate to what they see or hear.

The youth coordinator might also work with the school system and other youth-serving agencies to encourage ethnic studies in the fields of arts and culture.

PROGRAM EXAMPLES

Recreation/Arts

In Washington, D. C., the National Park Service's "Summer in the Parks" program provided activities throughout the inner-city. Working with the Summer in the Parks staff each neighborhood worked out its programs and advised the National Park Service of the types of facilities and activities desired.

Programs included ballet, wood-sculpturing, and art classes; pottery instruction; and environmental games. Special activities such as African, Spanish and Indian days, an annual bicycling event, and everyday noon-time concerts at downtown parks were featured. Weekday "fun trips" involved over 1,000 youth in outings throughout the metropolitan area. Also, several hundred youth attended day and overnight camping trips.

At the Naval Training Center in Bainbridge, Maryland, inner city youth from Baltimore have participated in a summer day camp. Funds for Camp Concern, which used vacant facilities at the Center, came from the city of Baltimore, as well as from the Department of Health, Education, and Welfare and the Office of Economic Opportunity.

In addition to the "fun and games" health education classes were held covering such subjects as drug abuse, alcohol, planned parenthood, nutrition, venereal disease control, and a run down on the various health agencies in Baltimore. Job counseling was also provided, as well as two meals served in the Center's dining hall.

In Atlanta, major agencies pool their resources in an effort to provide recreational and leisure time activities for the city's youth. A total of 68 supervised recreational areas are open during the summer, with the Atlanta Parks and Recreation Department assuming the larger portion of operating responsibilities.

In addition to organized games and sports, special activities have included dances; field trips; hiking; puppet shows; arts and crafts; drama presentations; ceramics, cooking, nitting, and music classes. The Parks and Recreation Department has sent 50 youth per day, two days a week, to Red Top Mountain or Washington Park. These youth, 6-13 years of age, participated in activities including games, crafts, swimming, and outdoor fun from 10:00 a.m. to 4:00 p.m.

In Paterson, New Jersey, nearly 4,500 youth participated one summer in a series of special trips and events in a program sponsored by the office of the city's Youth Coordinator. Youth visited New Jersey state parks and other recreation sites and points of interest in the New York-New Jersey metropolitan area. The program was funded by a $5,500 grant from the New Jersey Department of Environmental Protection.

The Joseph Schlitz Brewing Co. has operated since 1966 an ever expanding effort to send disadvantaged youth to summer camp. The "Send a Child to Camp" project operates by providing a campership for sales increases in the January through May period. There is no limit on how many youth a tavern operator can send to camp. He qualifies a child each time he makes his extra case quota. In Pensacola, Florida, for example, there was competition among military clubs and a total of 31 youth were sent to camp one summer. In Milwaukee, college students helped the student union at the University of Wisconsin send six youth to camp.

In Cleveland 74 inner-city youth were trained as camp counselors in a project sponsored by the Cleveland Welfare Federation and a number of cooperating agencies. The project was developed to demonstrate the feasibility and practicality of training and hiring inner-city youth for camp counselor job positions.

The training aspect of the program consisted of seven consecutive weekend sessions, one of which was held overnight at a camp site. The emphasis in training was on leadership abilities and camp skills such as arts and crafts, games, fire-building, and nature study. Students received a stipend of $15 per training session. All the youth who completed the program were employed for the summer following the training.

The Pennsylvania Fish Commission has for several summers operated the "Center City Cane Pole Fishing Program," which has served thousands of youth in 13 sites across the state. Working with city Recreation Departments, the youth were transported to fishing sites, taught safety precautions, and shown methods for using equipment supplied to them. Fish for stocking sites and fishing outfits for use by participants were donated by various public and private sources throughout the commonwealth.

Boston's "Summerthing," a city-wide arts program provided daily cultural activities in 14 neighborhoods throughout the city. Each neighborhood planned and carried out its own artistic activities through a neighborhood arts council assisted by Summerthing central staff members.

Activities included: a movie bus which brought full-length movies to neighborhoods six nights a week; a jazzwagon which rolled into parks and playgrounds four nights a week with groups of Boston jazz musicians; an outdoor visual arts program which has enabled youth and professional artists to use walls and fences all over the city for brick and board canvasses; a dancemobile which brought neighborhood dance performers and demonstrations in modern and African dance; and craftmobiles stocked with art and scrap materials operated in neighborhoods twice a day.

San Francisco youth participate in a variety of cultural activities in the summer and fall as a result of year-round programs planned by the Neighborhood Arts Program of the San Francisco Art Commission. The Commission is a city agency which assists neighborhood groups and organizations in planning and developing cultural activities. It provides sound equipment, theatre trucks, stage materials, and publicity services. In addition, the program provides consultation and technical assistance in carrying out projects such as community street fairs, film series, neighborhood benefits, concerts and exhibits.

Special efforts include: the Black Writer's Workshop, which is sponsored jointly by the arts program and the Watts Writers Project in Los Angeles, holds weekly classes in poetry and creative writing; the "Embryonic Theatre" Workshop, in which youth participate and perform original productions; the Music, Dance and Drama Workshop, in which teachers meet with youth at least three times a week for private as well as group lessons on various instruments; and the Arts Center, which provides classes in painting, drawing, silk-screening, block printing, ceramics, sewing and film-making.

Sixty-eight inner-city Des Moines youth participated in a summer theatre project which taught skills in creative dramatics. Sponsored by the High Horizons Program, the public schools, and Community Improvement, Inc., youth learned all phases of theatre production. Classes in theatre arts, stage craft, stage movement, art, and creative dramatics were held in the morning, with production work taking place in the afternoon. Youth earned not only $20 a week during the 10 week program, but also school credit for their drama classes.

In Chattanooga, Tennessee, 325 youth participated in a summer program designed to teach music theory and techniques of guitar playing. After registering for the five-week program, each student received a guitar on loan and music books for classroom and home study. Classes were held in a music laboratory furnished with electronic equipment, which enabled students to work at their own pace.

A highlight of the program, sponsored by Chattanooga's community action agency, the Board of Education, and the General Music Corporation of Atlanta, was a Guitar Festival at the end of the summer. Each student who completed the course received a certificate of merit and was allowed to keep the guitar.

The Seattle Model Cities Program has developed Project SEEK (Seattle Emphasis on Education and Knowledge) which is providing neighborhood center facilities for a cinema, classes in art and culture, drama presentations, and community meetings and lectures. An unused fire station was converted into an Afro-American museum with a book store, a gallery for residents' art work, and a lecturer-demonstration series in Afro-American history and culture.

In Oakland the Northwest YMCA operates a fine arts program on a year-round basis. The Orumbi West Art Workshop offers instruction during the evening hours in music, photography, drama and art. The music workshop deals with the historical and technical aspects of music "with emphasis on Black concepts." In the still photography course, students learn to use a camera and are given assignments to "shoot one roll of film concerning the urban scene," or "shoot the signs of nature in your own environment." The dramatic workshop has produced plays by Black playwrights. Students in the art class have exhibited their work in a variety of shows.

In New York the Young Filmaker's Foundation was established to help support film-making activities of young people in their own communities. The Foundation trains potential teachers and advanced students, programs youth-made films for screenings at libraries, schools, museums and for television, and negotiates commissioned films for students from various New York State film workshops.

The Foundation also administers the Film Club, a workshop on the Lower East Side of Manhattan, and the films produced in this and other workshops are shown in branches of the New York Public

Library in a mini theatre called Moviebox. The Moviebox project was made possible by the Film Program of the New York State Council on the Arts and the scheduling of the Moviebox is arranged by the Office of Young Adult Services of the New York Public Library.

In New York City a summer Jazzmobile program provides free concerts in all five boroughs, providing two concerts, 80 for the season. Jazzmobile sponsored several activities throughout the year including a music workshop held each Saturday at a local school in Harlem. The Jazzmobile is sponsored by the Mayor's Urban Project, the New York Council on the Arts, Coca-Cola Company, and the Chemical Bank of New York.

Also in New York City a Children's Art Festival, held each year in late summer, emphasizes art objects made from items found in the streets and in the children's neighborhoods. It is hoped that through this experience the child will begin to see the art that exists in his home area and perceive the nature of his community as expressed through his own imagination. Displays include art objects, paintings, sculpture and collages which are also offered for sale to give added recognition to the children's efforts and abilities. The Festival is sponsored by the Morosini Boys' Club of the Children's Aid Society in New York City.

In Oklahoma five communities conducted arts programs to stimulate awareness of the visual arts. Project SEVA -- Summer Experience in the Visual Arts -- provided brushes and sketch pads to youth. Instructors rotated among the five communities, presenting slides of works by contemporary masters, old masters and students, conducting instructional sessions in techniques and styles, and providing exposure to experimental forms and media.

At Bacone College in Muskogee, Oklahoma, the Institute of American Indian Art in Santa Fe, New Mexico, and the San Diego County Boy Scout Camp in Montaquay, California, 2,500 American Indians from all sections of the country participate in a camp and study program. This annual "Indian Circle" offers workshops in Indian tradition, history and art. In Seattle, the Indian Neighborhood House offered instruction in Indian design, dance shawls, and beadwork; youth at the House also produced two plays about Indian life.

RESOURCES

Recreation

Nearly all of the resources needed for recreation programs -- funds, facilities, and manpower -- will be found in the community itself, and under the control of existing local public and private agencies. The city and county parks and recreation departments are the key agencies. Their efforts can be vastly multiplied by being brought into cooperation with other agencies and groups, such as:

Federal -- National Parks, National Forest Recreation Facilities, area commanders of local military installations, Special Food Program for Children, Neighborhood Youth Corps, etc.

State -- State Parks, State Fairgrounds, National Guard, State colleges, and State Forests.

Municipal -- Board of Education, county and special district or regional authorities, urban renewal agency, urban beautification agency, local housing authority, Fire Department, Police Department, Community Action Agency, and the Public Library System.

Private -- United Fund agency, Health and Welfare Planning Council, Boy Scouts, Boys' Clubs, Girl Scouts, Community Centers, Girls' Clubs, Campfire Girls, Settlement Houses, YMCA, YMHA, YWCA, YWHA, Catholic Youth Organization, Red Cross, Little League Baseball, Kiwanis, Jaycess, Optimists, Volunteer Bureau, etc.

Others -- Churches, 4-H Clubs, professional athletic teams, theaters, bowling alleys, skating rinks, riding academies, swimming pools, golf courses, tennis courts, etc.

The Recreation Planning Committee should undertake a survey to determine the extent of planning by each agency, the type of program(s) it expects to operate, availability of funds, facilities, and manpower. In the case of facilities, such a survey should indicate locations, responsible agencies, capacity, conditions for use, days and time in use, availability of light for evening programs, fees, staffing deficiencies, job opportunities, equipment, etc.

In some communities, it will be helpful to establish sub-committees to survey specific geographical areas.

The findings of the inventory of facilities can be projected on a map of the city, using colored pins to identify kinds of facilities and shaded areas to indicate concentrations of needy youth.

Some communities have used the information gathered in such surveys to prepare and distribute through the schools and recreation centers a simple directory of recreational opportunities for youth of each quadrant of the city.

1. Funding

Requesting funds for a specific project will frequently produce better results than general appeals. In New Brunswick, N. J., for example, four banks joined together to purchase a portable swimming pool in response to a specific request. Automobile dealers built another. Similarly, civic clubs may undertake a specific goal such as lighting a playground for night-time use; the local newspaper or an organization such as the Jaycees may conduct a fund drive specifically to raise money to send needy youth to camp.

Some cities have had success with listing in a publication or advertisement the specific recreational projects which require funds from private sources. The project, number of youth to be served, cost, and sponsoring agency are listed. A department store or business can sponsor a full-page newspaper advertisement listing these projects, or the projects and costs can be prepared in booklet form as has been done in St. Louis, Philadelphia, and Seattle.

Federal funds to assist communities in recreational and related programs are found in many different Departments and Agencies. Major sources are the Departments of Interior, Agriculture, Housing and Urban Development, Health, Education, and Welfare, and the National Foundation for the Arts and the Humanities. (See Reference Materials section of this chapter.)

2. Major Under-Utilized Resources

Many communities have found the following often under-utilized facilities to be of valuable assistance in recreational activities:

Schools -- There are an estimated 213,000 general facilities and 24,000 auditoriums within the public schools alone, many of which are not in use in the evenings, over weekends and during the summer months. Potentially usable facilities include playgrounds, gyms, athletic fields, libraries, auditoriums, cafeterias, swimming pools, theaters, special classrooms for arts and crafts, mechanics, and music.

National Guard Armories -- There are currently 2,700 National Guard Armories in the United States which could be used to provide indoor recreational activities on a mass basis, or in smaller groups. Many are readily adaptable to day camping. Arrangements for use must be coordinated through the local National Guard Coordinator.

Military Facilities -- U. S. military installations are authorized to support youth opportunity programs in adjoining communities as long as such support does not interfere with the regular training mission of the base. Base recreation facilities may be opened to groups of youth and, in some instances, facilities and equipment may be loaned. Contact the base commander. (See Appendix.)

3. Expanding the Use of Existing Facilities

A number of steps can be taken to expand the use of existing facilities or to inexpensively expand services and develop new facilities. These include:

Additional Lighting -- a 1960 survey by the National Recreation and Parks Association determined that only 25 percent of those recreational facilities that could be lighted were lighted. A recent follow-up survey indicated that some progress had been made, but that much more needed to be done. The addition of lighting facilities can extend hours of operation for existing playgrounds and other facilities. See Reference Materials for information concerning a Department of Commerce publication, Lighting for Outdoor Recreation.

Fees -- If fees are charged for recreation activities, see if the fees can be waived or reduced, especially at swimming pools. Alternatively, a voluntary agency could "sponsor" the pool at certain hours, allowing needy youth to be admitted free.

Miniparks or Tot-Lots -- City-owned properties or tax-delinquent properties can be cleared and utilized as play areas for young children. Volunteers or Neighborhood Youth Corps enrollees can be employed to clear the land. Supervisory staff may be available from the Parks Department or local Community Action Agency. Volunteers from the neighborhood or Recreation Aides trained by the NYC can be utilized. Equipment can be provided by the city or donated by private sources.

Playstreets -- Streets can be blocked off after rush hours and converted to play areas by the use of portable equipment.

Parking Lot Playgrounds -- After stores or factories close, lighted parking lots can be converted to evening hour playgrounds. Portable equipment may be moved in.

Vacant Buildings -- Neighborhood youth can be enlisted to turn a vacant building into a neighborhood center.

Mobile Recreation Units -- Mobile recreation equipment ranges from swimming pools to zoos and museums. These help expand the geographical availability of special facilities and increase neighborhood participation. A booklet, Mobile and Portable Recreation Facilities, is available from the National Recreation and Park Association, 1700 Pennsylvania Avenue, N. W., Washington, D. C. 20006.

Private Facilities -- In some cities private facilities such as country club, apartment, or home swimming pools have been made available during assigned hours of the day. An "In the Swim" program in Washington, D. C., suburbs has served thousands of inner-city young people in this way.

4. Manpower

Most agencies provide additional staff when programs peak in summer, but frequently there are staffing deficiencies which must be met before a comprehensive program can be effected. There are several existing programs through which the human resources of any agency may be supplemented.

Neighborhood Youth Corps -- NYC enrollees have been used with great success in many cities. Two crucial considerations are: (1) proper training should be provided before the start of the program, and (2) proper supervision must be given throughout the work experience.

VISTA Associates -- The Associates are assigned to a sponsoring agency for 10 weeks of the summer. Applications for the summer VISTAs should be made as early as possible to the VISTA Regional Administrator in your area. (See Appendix.)

College Work-Study Programs -- Under contracts with institutions of higher learning, the U. S. Office of Education permits Work-Study students to work with public or non-profit agencies, if this employment is in the public interest. In the past few years, emphasis has been on off-campus work sites. If there is a participating college or university in the community -- almost any college or university is eligible -- you may wish to inquire about the use of CWS students. Inquiries can be made to a participating college or to the Urban Corps office. See Appendix for list of local, State, and regional Urban Corps offices.

Peace Corps -- Many returning Peace Corps volunteers are anxious to participate as volunteers in social programs of all types.

Teacher Corps -- The Teacher Corps is made up of dedicated teachers who receive special training in educational techniques for dealing with the disadvantaged. Although their jobs are primarily education-oriented, many Corpsmen may wish to participate in recreation, cultural and other activities as well.

In addition to utilizing personnel from these directly-funded Federal programs, volunteer assistance can supply both staff and special talents. Some suggestions along this line are as follows:

Federal Employees, Military and National Guard Personnel -- These sources can provide men and women who would donate evening and weekend time to supervising, instructing and assisting in recreation and other community youth programs. Administrative leave may sometimes be approved for Federal employees who wish to participate in these social service activities.

Colleges and Universities -- Students and faculty members, many of whom have talent and expertise in areas such as education and recreation, can be asked to donate their time. Some who are not in financial need may even be able to work full-time during the summer as volunteers in the city program. Contact the schools directly for possible volunteers.

Private Sector -- Many people in the community would be happy to participate as volunteers in needed youth programs. They may also be able to provide space and/or equipment for such programs. These would include members of private groups such as men's service clubs, women's service clubs, church groups, fraternal organizations, youth-serving organizations, labor unions, fire and police departments, entertainers and sports personalities, and businessmen's organizations.

People With Professional Skills -- Musicians, writers, photographers, advertising or public relations personnel, electricians, etc. -- are often willing to donate time to workshops and other special activities.

One major point of reference is the Volunteer Service Bureau usually affiliated with the community fund drive.

Some key points in making use of these private sector human resources are:

a. Let people know your specific needs.

b. Establish a system to keep track of and properly utilize their talents.

c. Don't allow adult volunteers to do all the planning and "take over" programs designed to provide heavy emphasis on youth participation.

d. Young people can assume responsibility for working with smaller children. For example, sixth-graders successfully tutor first-graders with benefit to both.

e. Teen-age volunteers can operate successful activities of their own design with minimal adult assistance.

5. Transportation Resources

One of the major obstacles to successful program coordination in the past has been transportation. Resources include:

School buses which are in use nine months of the year may continue to be used throughout the summer. Parochial school buses are often available where public school buses are not.

City-owned buses may be utilized on a regular schedule even if only for one or two trips a day.

Private bus companies may be willing to provide free or reduced rate fares on a regularly scheduled basis or for special excursions.

Railroad companies may be persuaded to provide reduced rates for special excursions or to transport children to and from camp.

City-owned subways or trains may be used for special transportation.

Surplus U. S. Government Vehicles may be utilized. Contact OEO Regional Property Administrator. (See Appendix.)

Agency-owned automobiles or buses could be pooled to transport the greatest number to the same place.

Donations of cars or mini-buses may be received from private industry in return for some sort of publicity or recognition.

Defense facilities may be made available to sponsoring agencies under certain conditions. (See Regional Defense Department Contacts in Appendix.)

Volunteers from community organizations can sometimes be located to drive or provide vehicles on a regular basis. Be sure to check liability problems when using volunteer drivers or vehicles.

Labor unions (check with the Community Service Representative of the Central Labor body) and fraternal or civic groups may have facilities available which can be used.

Private rentals or purchase of vehicles may be necessary if all other sources fail.

For special events and trips the following might be considered:

Commercial Airlines have cooperated in providing short trips over the city for groups of supervised youngsters.

Commercial Boat and Ferry Services might agree to the use of their facilities for a one-day excursion.

City-owned vehicles such as fire engines could provide an exciting ride and an opportunity for career orientation and/or fire safety education for the disadvantaged child who has seen them only in times of emergency.

Arts

Many of the recreation resources described above can be used in providing arts programs. In addition, flat-bed trucks can be used as Jazzmobiles, Dancemobiles, Cinemobiles, Bookmobiles, Theatre Stages, etc. Lights and sound equipment can often be acquired free from local businesses and installed at low cost.

Inner-city arts centers have been very successful in a number of cities. Neighborhood residents and outside professionals have provided courses in the arts, dance, music, theater and creative writing. In several cities, the demand for a specific subject has resulted in the creation of a course in that area. Local businesses have donated the resources, and community colleges provide the expertise and training for the teachers. In Houston, for example, motivational teams composed of teachers, college students, and volunteers visit inner-city sites to present visual aids and other materials emphasizing Black and Mexican-American history and culture.

The National Association of Photographic Manufacturers has cooperated with the President's Council on Youth Opportunity in a coordinated effort to assist disadvantaged youngsters in photographic programs and workshops. The aid is in the form of donations of photographic equipment and supplies. The NAPM plans to continue this very successful program that helps to launch participants on careers in photographic fields.

No effort is made to impose a particular type of photographic activity on any individual city. The format of the endeavor is left up to the people charged with running the program. The Youth Coordinators are not expected to become personally involved in the conduct of the photo workshops but are to transmit the information concerning the program to interested groups in their home jurisdictions. Application forms are made available by the NAPM to the Youth Coordinators for distribution. Deadlines are usually set for the Spring. The project proposals are to be completed locally and forwarded to NAPM headquarters for screening and evaluation. Upon a favorable response from one of the member companies, the project is notified that shipment of equipment is forthcoming.

In addition, NAPM has published a Manual For Photo Project Leaders which is available to local community photo leaders. The manual presents fundamental procedures which serve as reference points for local ingenuity and as guidelines or building blocks for strengthening projects. Information and suggestions should be forwarded to the following:

Mr. Thomas Dufficy
National Association of Photographic Manufacturers, Inc.
600 Mamaroneck Avenue
Harrison, New York 10528

Mr. Ike L. Jordan, Sr.
Education Specialist
Eastman Kodak Company
Department 624
343 State Street
Rochester, New York 14650

REFERENCE MATERIALS

RECREATION AND LEISURE SERVICE FOR THE DISADVANTAGED. Guidelines to Program Development and Related Readings. Edited by John A. Nesbitt, Paul D. Brown, and James F. Murphy of the Department of Recreation and Leisure Studies, San Jose State College. Published by Lea and Febiger, Philadelphia, Pa. 593 pp. $12.50.

A GUIDE TO BOOKS ON RECREATION. A bibliography covering many specialized areas within the recreation field. Available from the National Recreation and Park Association, 1700 Pennsylvania Avenue, N. W., Washington, D. C. 20006. $1.

EXTENDED USE OF SCHOOL FACILITIES. Suggestions for utilizing school physical facilities year-round. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. $.70.

BEAUTIFYING URBAN AMERICA. A publication of the U. S. Department of Housing and Urban Development written in question and answer form and covering Federal Beautification and Open-Space Land Programs. Department of Housing and Urban Development, Washington, D. C. 20410.

MOBILE AND PORTABLE RECREATION FACILITIES. National Recreation and Park Association, 1700 Pennsylvania Avenue, N. W., Washington, D. C. 20006.

PORTABLE POOLS. National Swimming Pool Institute, 2000 K Street, N. W., Washington, D. C. 20006.

EVALUATION OF THE NATIONAL SUMMER YOUTH SPORTS PROGRAM. Office of Economic Opportunity, Evaluation Division, 1200 19th Street, N. W., Washington, D. C. 20506.

SUMMER IN THE PARKS. A kit of ideas. Planned by National Park Service, U. S. Department of the Interior, 1100 Ohio Drive, S. W., Washington, D. C. 20242.

PHYSICAL DEVELOPMENT AND RECREATION MANUAL. Designed for Job Corps Conservation Centers, this is a how-to-do-it manual for sports, arts and crafts, and music programs. Job Corps Center, Office of Economic Opportunity, Washington, D. C. 20506. $.35.

RECREATION LEADERSHIP TRAINING FOR TEEN-AGERS. A guide for setting up a training program. Available from the University of Oregon Center of Leisure Studies, 1587 Agate Street, Eugene, Oregon 97403. $2.50.

LIGHTING FOR OUTDOOR RECREATION. A pamphlet prepared by the Business and Defense Services Administration, U. S. Department of Commerce. Available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. $.25.

FEDERAL OUTDOOR RECREATION PROGRAMS. A catalogue. Bureau of Outdoor Recreation, U. S. Department of the Interior, Washington, D. C. 20240.

A DIRECTORY OF PRIVATE ORGANIZATIONS PROVIDING ASSISTANCE IN OUTDOOR RECREATION. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. $.35.

CAMPING OPPORTUNITIES FOR DISADVANTAGED YOUTH. A planning and coordinating guide prepared by the President's Council on Youth Opportunity in conjunction with the Department of Health, Education, and Welfare, Office of Child Development, Children's Bureau, Youth Activities Division. Available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. $.75.

GOOD CAMPING FOR CHILDREN AND YOUTH OF LOW-INCOME FAMILIES. U. S. Department of Health, Education, and Welfare, Children's Bureau, 400 Sixth Street, S. W., Washington, D. C. 20013.

* * * * *

THE ARTS AND THE POOR, New Challenge for Educators. An interpretive report of the Conference on the Role of the Arts in Meeting the Social and Educational Needs of the Disadvantaged. Available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. $.40.

FEDERAL FUNDS AND SERVICES FOR THE ARTS. Descriptions and eligibility requirements for Federal grants, fellowships, loans, and technical assistance to individuals and groups involved in arts programming. Available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. $1.00.

THE ARTIST IN THE SCHOOL, A report on the Artist-in-Residence Project, which seeks to bring artists into the public school systems. Available from the Central Midwestern Regional Educational Laboratory, Inc., 10646 St. Charles Rock Road, St. Louis, Missouri 63074. Also available is a 16 mm film documentary called "SEE-TOUCH-FEEL: A Report on the Artist in the School." This 36 minute motion picture focuses on the activities at three of the project's six sites -- Philadelphia, St. Paul, and Evergreen, Colorado.

Chapter V

TRANSPORTATION

Transportation is one of the most critical elements in the success of local youth programs. The availability of transportation often determines whether youth can take advantage of job openings available at some distance, whether available camperships actually can be used by poor youth, and whether youth can benefit from cultural, training, and other educational programs carried on at some distance from their homes.

Poor youth who look for but cannot find jobs often find the cost of traveling regularly to educational and recreational programs to be prohibitive, even within metropolitan areas. Youth who have located jobs that are some distance from their homes similarly find travel costs high, and sometimes out of the question. Often, also, public transportation is not available to activities at great distances from a poor youth's home.

According to a report by the National League of Cities/U. S. Conference of Mayors on its 1970 demonstration project for summer youth transportation:

> "Transportation is frequently the missing but vital link in matching needy youth with the various youth-serving resources in a community.
>
> The provision of transportation funds bridged this gap and caused much expansion to existing programs; it also gave impetus to the development of new programs."

YOUTH COORDINATOR ROLE

The report by the National League of Cities/U. S. Conference of Mayors on its 1969 summer youth transportation project indicates that an effective and centralized transportation project enables youth coordinators "to wield greater influence over various youth agencies and to bring about more cooperation and less unnecessary duplication in youth activities. Strengthening the role of the youth coordinators generally resulted in a proportionate increase in local government's concern and efforts in youth affairs."

Some primary factors for a youth coordinator to consider include:

1. Legal Authorization. To facilitate their utilization in youth opportunity activities, a youth coordinator should advocate necessary changes in, or at least broad interpretation of, State and local regulations which affect the use of public vehicles, e.g., the use of school buses for non-school purposes. Failure to become familiar with such problems has cost several communities an important potential resource.

Some states have statutes prohibiting the use of public school buses during the summer months or restricting their use to programs in the schools. A youth coordinator should enlist the cooperation of school officials, community leaders, and State legislators in seeking revision of such statutes. San Jose officials, for example, led through the California State Legislative an amendment to the Education Code which now allows school districts to use and operate school buses for transportation of pupils to and from places of employment during the summer.

2. Administrative Authority and Costs. The assignment of vehicles made available for youth opportunity activities should be centralized in the hands of a designated administrator to assure effective coordination and use of the vehicles. Administrative costs should be programmed in the appropriate portion of future budgets.

3. Request Procedures. The youth coordinator should develop a simple but thorough procedure for handling all requests for transportation assistance, whether for regular or one-time trips. This includes a rigidly enforced deadline for requests, a standard form for putting all requests in writing, and a confirmation procedure to minimize slip-ups.

4. Scheduling. When a pool of money exists to provide transportation for various programs, several methods can be used to schedule the use of the transportation provided by these funds. Except for long-range scheduling for daily employment, education, or recreation programs, the scheduling of trips can usually be done on a flexible daily or weekly basis. The agencies send their requests to a coordinator who reviews them and charters the vehicles necessary. There are several variations in these scheduling procedures; some are described below:

   a. Agencies can submit requests to the youth coordinator who compiles a master schedule to prevent duplication. Such coordinated planning helps to eliminate overlap and allows maximum use of buses during the day; daily schedules can be established on an interagency basis. Recurring daily schedules are generally possible for activities such as swimming, camping, tutoring, etc.

b. Agencies can submit requests to the youth coordinator's office where folders are kept on the accounts of each participating agency, which have been allocated a specific portion of the total funds.

c. Agency requests can be handled by a central coordinator who does all the bus scheduling on a first-come-first-served basis. When agency requests are handled in this manner, project guidelines should be the primary determining factor as to who receive funds. Other local factors might include size of group, purpose of trip, number of trips already taken by the group, etc.

d. Requests can be received and reviewed by a program committee and forwarded to a "summer travel office." The staff at that office would schedule all of the trips.

e. Agencies can themselves charter buses after the youth coordinator's office has approved each trip request.

f. Agencies can submit tentative plans for the entire summer, and after approval by the youth coordinator, make their own arrangements throughout the summer.

5. Supervision. Each participating agency should be responsible for qualified supervisors in adequate numbers.

6. Evaluation. Youth program leaders should exercise discretionary authority in determining guidelines for use of available vehicles to assure that the most children possible are reached, and that priority programs have the greatest access to transportation resources.

7. Drivers. Orientation is desirable for drivers unaccustomed to working with minority youth. Where possible, disadvantaged youth should be hired to drive the vehicles.

PROGRAM EXAMPLES

Many successful transportation programs were influenced by Federal demonstration project funds allocated through the National League of Cities/U. S. Conference of Mayors. A principal finding of the NLC/USCM demonstration projects in 1969 was that:

> "An excellent year-round utilization of youth transportation monies would be for tokens or tickets. A revolving loan fund of tokens or tickets for seeking jobs and for commuting until first paychecks could provide a continuing means of transportation to disadvantaged youth. When combined with special charter systems operated during the summer months, it would provide a comprehensive, year-round means of linking youth with jobs."

In Columbus, Ohio under funds provided by the NLC/USCM demonstration project, the mayor's office distributed throughout the summer bus tickets to youth working at summer jobs. During the latter part of the summer it was decided that youth would replace the tickets when financially able, thereby providing other youth with the same opportunity. In this way, a revolving fund would be established and the number of youths served would multiply.

Oklahoma City in 1969 had a "Call-a-Teen" program in which youth performed odd jobs on a day-to-day basis for local employers. The youth were transported to central pick-up points to be met by persons hiring them for the day. The program provided jobs for 675 youth.

Boston in 1970 was able to use the NLC/USCM demonstration project funds to provide approximately 500 additional jobs outside the city limits for disadvantaged youth. One major component of the transportation project involved leadership training and vocational experience for city youth in the nearby mountains of New Hampshire.

St. Louis in 1970 determined that project funds could be spent most economically where there were sufficient numbers of youth going to inaccessible job sites to justify charter bus service. Interested agencies were queried as to their needs and routing suggestions. All these were then reviewed and merged into a composite transit plan. Two major bus routes were established running through the inner city with pick-up points at five centrally-located Neighborhood Gateway Centers. From the Gateway Centers, transportation was provided to seven different government job sites.

Program examples outside of those funded by the NLC/USCM project include:

1. Atlanta's Recreation Department devoted $45,000 to chartered bus transportation. Two-thirds of the funds came from Community Action Agencies; the remainder from city appropriations.

a. A portion of the funds was reserved for summer program trips of city-wide interest such as professional baseball and soccer games, campsites, and special events.

b. A larger share of the funds was used to purchase 1,000 eight-hour bus days from the municipally-owned Atlanta Bus Company. A concessionary rate contract was negotiated. Recreation leaders could use their bus days as they wished, and in any combination of buses and hours that added to their total allotment.

c. A city-wide transportation coordinator accepted bus requests. One week's advance notice was required. When a request was received, the coordinator prepared and sent to the bus company a dispatch sheet which listed the number of buses, the time of the trip, the name of the group, and the pick-up location.

2. The city of Cincinnati contracted with suburban school districts for transportation services. Each school district provided buses and drivers as requested and available. The city reimbursed the school districts for out-of-pocket expenses, provided insurance coverage, and guaranteed the security of the buses.

A campaign directed by the city's Office of Community Commitment raised money to enable groups without funds to use the buses. The Office of Community Development provided a transportation coordinator, one professional assistant, and a summer youth employee. This program provided hundreds of trips and served thousands of youth. A constant effort was made to balance the number of trips in various city areas and to minimize "dead mileage." Most of the groups requesting trips paid no money, and only a few of the trips were financed entirely by the sponsoring organization. Almost all passengers were from low-income neighborhoods.

3. Detroit's Youth Opportunity Council acted as "Bus Central" one summer for more than 200 community groups, churches, and agencies taking youth on excursions, picnics, and other outings. The City Department of Street Railways provided $50,000 and the United Community Services $10,000 for the transportation effort.

4. The Kansas City, Missouri Transportation Authority issued free passes to adults accompanied by 15 or fewer disadvantaged youth during 10:00 a.m. and 3:00 p.m.

5. The Akron, Ohio public school system, in cooperation with a student group entitled "Zebra," uses a black and white painted minibus to transport teams of psychologists, counselors, and high school students into the community to work with youth and their parents. This ombudsman program serves as a listening post for student problems and grievances. Student fund-raising provides the funds for gas and oil.

6. The Paterson, New Jersey Department of Recreation inaugurated in summer 1970 a free shuttle bus to the city's municipal pool. Over 600 youth daily took advantage of the bus service.

RESOURCES

Vehicle Inventory: An inventory of public and other vehicles potentially available for youth opportunity activities should be taken. Some of the more likely possibilities are:

City Buses -- Modification of existing municipal transit routes may provide a relatively simple way to connect the youth of poverty areas with employment or other opportunities.

Public and Private School Buses -- Like school buildings, these are generally under-used in the summer months and after hours during the school year. They could meet a major share of youth program needs in many communities if supplied on an incremental cost basis.

Suburban Public Vehicles -- School buses belonging to neighboring jurisdictions have been used in some cities and afford an important opportunity for suburbanites to get involved in a practical way with minimal cost of time and money.

Military Transport -- A Department of Defense directive authorizes the use of military vehicles for appropriate community purposes. Contact with the commander of local military installations may produce assistance. However, assistance will be limited, and should not be counted on to solve the problem.

Voluntary Organizations: In many communities voluntary organization resources such as the Red Cross Motor Service might be available for use in activities related to the program field of the sponsoring agency.

Funds: There is no magic source of funding for transportation. It is likely to come from the same sources as other phases of the youth opportunity program -- the city or school budget, the United Fund, Community Action Agency, or as a part of Federal programs.

It is important that adequate funds be earmarked at the outset of youth opportunity planning to guarantee that programs and activities are accessible to needy youth. There will be some contributions of transportation and many organizations may provide their own, but a really successful youth opportunity program will need a "pool" from which participating agencies and groups can receive assistance.

SUGGESTED TEXT FOR LEGISLATION TO PERMIT RENTING AND LENDING OF SCHOOL BUSES

An Act to enable local school districts and private owners to rent or lend school buses in the interest of encouraging youth service programs.

SECTION 1. Definitions. For the purposes of this Act the following terms shall have the following meanings:

(a) A "School bus" is any vehicle normally used by the local school district to transport children to and from school.

(b) A "youth service program" is any nonprofit program which benefits school-age youth in any way, be it an employment, educational, or cultural program.

(c) A "person" is any individual group, corporation or other body or instrumentality.

SECTION 2. Whereas, school buses are a resource normally used to benefit the youth of our State, and school buses are too often idle during the summer months, and there is a vital need for such a resource to help alleviate the transportation problems often faced in conducting summer youth service programs, the legislature proposes this Act to diminish the costs of summer youth service programs, thereby encouraging and promoting more programs to benefit the youth of our State.

SECTION 3. A local school board may rent or lend to any person, for use in any youth service program, any school bus owned by the local school district or by the State government, provided that the use and operation of such bus by such person shall not interfere with the use and operation of such bus by the district for the transportation of children to and from school.

SECTION 4. A private owner may rent or lend to any person, for use in any youth service program, any school bus used by a local school district, provided that there is prior approval from the local school board and that the use and operation of such bus does not interfere with the use and operation of such bus by the district to transport children to and from school.

SECTION 5. Any person who rents or borrows a school bus according to the above provisions shall be responsible for the procurement or provision of insurance for the riders which meets at least the minimum requirements for students of the school district in which the bus is ordinarily used. Insurance to protect the owner of the bus shall be procured or provided at the discretion of the bus owner. Such insurance requirements shall be prescribed on a uniform basis to any leasee or lendee.

SECTION 6. The driver of such rented or lent school bus shall meet at least the minimum requirements for a school bus driver in the school district in which the school bus is ordinarily used.

SECTION 7. (Insert enactment date.)

REFERENCE MATERIALS

SUMMER YOUTH TRANSPORTATION PROJECT, 1969 and 1970 Reports. Demonstration projects by the National League of Cities/U. S. Conference of Mayors. NLC/USCM, 1612 K Street, N. W., Washington, D. C. 20006.

SUMMER TRANSPORTATION PROGRAM, Final Report, August 1969. Compiled by the Mayor's Council on Youth Opportunity, Kansas City, Missouri 64106.

Chapter VI

DRUG USE AND ABUSE

It has become evident that the drug culture in this country is reaching alarming proportions. This problem is no longer restricted to the inner city, but has expanded to suburban communities as well. In most instances, drug abuse is believed to be synonymous with heroin, but there are many more people addicted to pills in the form of amphetamines, barbituates and tranquilizers than to hard drugs.

Drugs affect each person in a different way. As every State and community in America is unique, so is its drug problem. In California the major drug problem is the use of amphetamines; in New York it is the use of heroin. In the city of Los Angeles alone, 167 young adults under 25 died of an overdoes of barbituates in 1969. In New York 504 juveniles died of heroin during the same period of time. Drug use leads to drug abuse which in turn leads to crime in many cases. It has been shown in Washington, D. C. that where drug abuse is contained, the crime rate drops proportionately.

This narcotic problem must be conquered and its control can only be successful when each community becomes aware of it and is willing to work for a drug-free society. The Federal Government is attempting to provide accurate information and community assistance wherever possible.

YOUTH COORDINATOR ROLE

A youth coordinator can play an important role in assisting the local community in its drug efforts. The coordinator's function is not one of a specialist, but one of a communicator and resource for information on drug problems, programs, publications and the availability of experts, doctors, hospitals, and rehabilitation centers.

Before instigating any community drug program, a survey of the prevalence of drug abuse should be initiated. Often a survey will show the areas of greatest need for an information center, hotline, or rehabilitation center. Special contact should be made with schools, police, juvenile courts, national voluntary organizations, churches and teen centers. These people can form the bais for a good Community Drug Council.

Good community drug programs usually include the following:

A Hotline: This is a telephone answering service for persons with urgent problems. A hotline is generally manned by trained young adults who have knowledge of long-term help as well as treatment for the immediate need of the caller.

A "Rap Center" or Listening Post: This place where all young people feel free to turn for accurate information is often opened in conjunction with a Hotline. Control of such a Center must be under sympathetic, knowledgeable individuals who are sensitive to the needs of young drug users, a trained counselor, psychiatrist or community leader. Confidence in this Center can only be built over a period of time, and often revolves around a single individual. Staff for Drug Information Centers must be carefully chosen.

Community Education Programs: Preventive education programs generally begin with good literature on drugs, their use and abuse; and a program with speakers who are knowledgeable in the handling of drug-related problems. These speakers are likely to be psychiatrists, trained counselors, police workers and former addicts. Many national organizations have produced such informative programs: The Boy Scouts, Boys Clubs, Jaycees, YMCA, Kiwanis and the American Bar Association's Young Lawyers Section.

Drug Councils: Community Drug Councils become meaningful when participants include all facets of community life. These Councils keep abreast of existing work being done in the field of drugs. They assess continuing needs and initiate new programs as the need arises. In this manner all drug programs have the backing of the whole community, which enhances their success.

Rehabilitation Centers: The opening of a center to rehabilitate drug addicts is a very sensitive problem from the neighborhood standpoint. The most successful of these centers are organized in conjunction with the juvenile court and police and often run by former addicts.

PROGRAM EXAMPLES

Increasing concern about drug abuse among youth has resulted in a growing number of prevention programs across the country. Following is a sampling of these projects:

Washington, D. C. -- Drug Central, a voluntary coordinating group meets on a monthly basis with organizations involved in drug prevention. It provides speakers for panels, organizes groups of youth and ex-addicts to tour local schools, and offers a referral list of community resources available for drug users in the metropolitan area.

Washington also has a drug mobile unit which travels from school to school. Groups of up to 16 students can enter the van for exhibits and talks with young people who have either taken drugs or have worked with addicts. Movies and slides are shown and pamphlets and posters are given out free.

Seattle, Wash. -- The Open Door Clinic offers confidential medical and psychological assistance to young drug users.

Long Beach, Calif. -- The Long Beach Learning Center offers an educational program to students who have been expelled from school because of drugs. Assistance includes supportive services.

Fort Worth, Texas -- The public schools have instituted a drug education program and developed special materials for the elementary grades.

Phoenix, Ariz. -- A community-based organization in Phoenix called Community-wide Organization for Drug Abuse Control (CODAC) coordinates most of the drug abuse efforts in the city. Teen-agers visit elementary schools to discuss drugs and reach from 2,000 to 5,000 youth weekly. The police department also sponsors a speakers bureau.

New York City -- New York City's Addiction Services Agency has set up 14 Phoenix Houses where youth live and work while overcoming their addiction problems. In addition, a series of community and youth centers, organized relative-of-addicts groups, and aware-citizens groups have been developed throughout the city.

Colorado Springs, Colo. -- The Committee on Drug Education (CODE) is an organization of students, parents and citizens devoted to preventive education. Since its inception CODE has distributed over 130,000 pieces of literature and sponsored several 4-day workshops for parents. Its public affairs department runs over 400 weekly radio and spot announcements and has available two half-hour TV shows. They also sponsor a 6-day-a-week question and answer column in the local newspaper.

Bethesda, Md. -- The local YMCA runs a Listening Post. This two-room center where teen-agers can call-in or walk-in provides immediate help where necessary and referral service for long-term counseling and medical service. It is a place where all teen-agers can feel they belong and where they can find answers to their searching questions.

Mansfield, Ohio -- At the suggestion of the local juvenile court judge with the help of a young attorney, the YMCA began a program for rehabilitating first offenders. Young people convicted of a first offense crime, mostly drug-related, are assigned by the courts to a "Quarter-Way House." This is an alternative to jail and the court record that accompanies it. This program now includes a community education program and encompasses the whole community. It is sponsored by the Ohio Youth Commission with NIMH and private funding.

South Bend, Indiana -- In 1968 the YWCA began a program to evaluate the extent of drugs. They found an immediate need for a "hot-line" service and initiated a 24-hour answering service that now receives 25 to 30 urgent calls a week. This program included community education through the universities, schools, churches, and police. It has now been expanded and is being run by a Mayor's Commission on Drug Rehabilitation. This Commission is now funding several community rehabilitation centers.

Mission Rebels, San Francisco - A privately funded program in San Francisco's center city area has been successful, through vocational training and education, in turning hard-drug users into useful and productive citizens.

SERA, New York - This bi-lingual program has proved that with full knowledge of the causes of drug abuse and trained help, addicts can be rehabilitated in a shortened period of time. With a complete staff of former addicts, SERA rehabilitates through education, training and job placement.

RESOURCES

Drug abuse education is a vital area in youth programming. Almost every community has begun a drug information center of one kind or another. Many cities and states have formed Drug Abuse Councils to aid in coordinating local programs and to make resources available to the whole community. For detailed information in your local area, contact your local teen center, the police department or a voluntary organization.

The following Resource Contacts can provide a useful basis for new programs. Without attempting to provide information on all drug programs, they seek to show ways the Federal Government and private organizations and community leaders can work together in successful programs encompassing the whole community.

Coordinators and Evaluators

1. The Justice Department now has a community service team to aid local jurisdictions in forming preventive programs. Contact:

Dr. John J. Langer, Chief
Preventative Program Division
Bureau of Narcotics and Dangerous Drugs
1405 I Street, N. W.
Washington, D. C. 20437 (202) 382-4065

2. The Department of Health, Education, and Welfare has a National Clearinghouse for Drug Abuse Information. This Clearinghouse dispenses films, video aids, and pamphlets to individuals and organizations containing factual information and aids for education, rehabilitation, and preventive programs. Contact:

The National Clearinghouse for Drug Abuse Information
W. T. 240
5454 Wisconsin Avenue
Chevy Chase, Maryland 20015 (301) 496-7171

3. Several private organizations are coordinating and evaluating drug use and abuse information. Contact:

The National Coordinating Council on Drug Abuse
Information and Education, Inc.
1211 Connecticut Avenue, N. W.
Washington, D. C. 20036 (202) 466-8150

This Council has completed an evaluation of films available as preventive aids and is now in the process of completing an evaluation of publications.

4. The YMCA is coordinating and evaluating drug programs being run by youth-serving agencies and hopes to have a model community program available shortly. Contact:

Mr. Earl Buckley, Director of Research
National YMCA
291 Broadway
New York, New York 10007 (212) 349-0700

Federal Resources

Department of Health, Education, and Welfare

I. National Institute of Mental Health (NIMH)

A. Division of Narcotic Addiction & Drug Abuse
National Institute of Mental Health
5454 Wisconsin Avenue
Chevy Chase, Maryland 20203 (301) 496-0567

1. Center for Studies of Narcotic and Drug Abuse -- grants and contracts for research and training
Dr. Robert Petersen, Chief (301) 496-0581

2. Narcotic Addiction Rehabilitation Act --
Dr. Lois Chatham, Chief (301) 496-0541

   a. Civil commitment of narcotic addicts for treatment and rehabilitation;
   b. Construction and staff grants to public and non-profit agencies for narcotic addict treatment centers;
   c. Training and evaluation grants;
   d. Clinical Research Centers and hospitals at Lexington, Kentucky and Fort Worth, Texas.

B. National Center for Prevention and Control of Alcoholism
National Institute of Mental Health
5454 Wisconsin Avenue
Chevy Chase, Maryland 20015 (301) 496-7731

II. Office of Juvenile Delinquency and Youth Development, Social and Rehabilitation Service

Office of Juvenile Delinquency and Youth Development
Department of Health, Education, and Welfare
330 C Street, S. W.
Washington, D. C. 20201 (202) 963-4683

States, local communities, public and private non-profit agencies, correctional systems, courts, law enforcement agencies, youth agencies, universities and school systems are among those eligible for:

a. Planning, rehabilitation and prevention grants;
b. Training and curriculum development grants;
c. Model program and technical assistance grants. In fiscal year 1970 (starting July 1, 1969) a special effort is being made to assist model programs in drug abuse among youth.

III. Office of Education

A. Office of the Assistant Commissioner
Program Planning and Evaluation
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202 (202) 963-1110

B. Division of Program Resources
Dr. James Spillane, Chief (202) 962-1915
Drug Education Branch

Grants to State Departments of Education to train educational personnel in drug awareness.

C. Drug Education Research

Grants to local districts for teaching aides and information.

D. Bureau of Higher Education

Variety of grants to schools, colleges, universities to aid them in "drug education programs."

E. National Center for Educational Research & Development
Mrs. Esther Swick, Assistant Director Regional Research
Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202 (202) 963-7562

Small grants to local school districts.

Department of Justice

I. Bureau of Narcotics and Dangerous Drugs

Bureau of Narcotics and Dangerous Drugs
Department of Justice
1405 I Street, N. W.
Washington, D. C. 20437 (202) 382-5551

A. *Division of* Laboratory Operations -- Technical Assistance to law enforcement offices in the form of drug and analytical reference standards, and scientific and technical information.

B. State and Local Law Enforcement Division, Office of Training -- Training programs to acquaint professional and enforcement personnel with drugs and drug abuse.

C. Educational Program Division -- Assistance to professional, service, social, educational, religious and other groups for establishment of educational programs on drug abuse.

D. Program Preventive Division -- Technical Assistance to communities in the formation of drug abuse programs.

II. Law Enforcement Assistance Administration (LEAA)

A. Office of Law Enforcement Programs
Law Enforcement Assistance Administration
Department of Justice
Washington, D. C. 20530 (202) 783-5200

1. Planning and action grants to state agencies for law enforcement programs, broadly defined under the Omnibus Crime Control and Safe Streets Act of 1968. At the state and national levels, close cooperation is

maintained between the Law Enforcement Assistance Administration and the Office of Juvenile Delinquency and Youth Development of HEW on juvenile delinquency programs, including those dealing with drug abuse.

2. The Safe Streets Act also provides for a National Institute of Law Enforcement and Criminal Justice, which makes grants, contracts and doctoral and post-doctoral fellowships in the field and for student loans and grants in approved law enforcement curricula.

3. Discretionary Grants Program.

B. Organized Crime Programs Division
Law Enforcement Assistance Administration
Department of Justice
Washington, D. C. 20530 (202) 783-5200

Technical assistance is provided for state and local efforts to combat organized crime, including crime related to narcotics and drug abuse.

C. Organized Crime and Racketeering Investigations
Organized Crime and Racketeering Section
Criminal Division
Department of Justice
Washington, D. C. 20530 (202) 737-8200

This is the central investigating office of the Department, including narcotic and drug abuse nationally.

D. Treatment of Addicts

Local U. S. Attorneys

Administration of Title II of the Narcotic Addict Rehabilitation Act, providing for commitment and treatment of addicts convicted of a Federal crime.

Department of Defense

Department of Defense Drug Abuse Control Committee
Assistant General Counsel, Manpower and Reserve Affairs
Department of Defense, The Pentagon
Washington, D. C. 20301 (202) 697-9341

This committee advises the Assistant Secretary of Defense for Manpower and Reserve Affairs on drug abuse problems in the armed services and administers a coordinated, world-wide program emphasizing education and enforcement of relevant provisions of the Uniform Code of Military Justice.

Department of Labor

Division of Experimental Operations Research
Manpower Administration
Department of Labor
14th & Constitution Avenue, N. W.
Washington, D. C. 20210 (202) 961-4473
Mr. Joseph Collins, Economist

Experimental vocational rehabilitation projects are for recently detoxified addicts.

Office of Economic Opportunity

Office of Health Affairs
Addiction and Mental Health Service Division
Office of Economic Opportunity
1200 19th Street, N. W.
Washington, D. C. 20506

Grants are mainly for drug rehabilitation.

Veterans Administration

Eligible veterans should contact the local VA hospital. There are four treatment centers for heavy drug users:

1. New York, New York
2. Houston, Texas
3. Los Angeles, California
4. Battle Creek, Michigan

Department of Agriculture

Extension Service

A. Mr. E. Dean Vaughan, Assistant Administrator
4-H Youth Programs
Department of Agriculture
South Building, Room 6014
Washington, D. C. 20250 (202) 388-5673

The 4-H Clubs have preventive and education programs.

B. Mr. George H. Enfield, Program Leader
Extension Service
Department of Agriculture
Washington, D. C. 20250 (202) 388-3377

This is a program to make information on eradication of wildhemp available to farmers and landowners.

Department of Transportation

Department of Alcohol Counter Measures
Traffic Safety Program
National Highway Traffic Safety Administration

Mr. Willard Y. Howell, Director
Department of Alcohol Counter Measures
National Highway Traffic Safety Administration
Department of Transportation
Washington, D. C. 20590 (202) 426-1663

This traffic safety program now includes effects of drugs with alcohol counter-measures.

Department of Housing and Urban Development

Model Cities funds are being used for a great number of programs including education, preventive and rehabilitation. Contact the Regional Community Development Assistants for information.

Private Efforts

Junior Chamber of Commerce (Jaycees) -- The Junior Chamber of Commerce has initiated local Drug Abuse Workshops. Generally in coordination with Mayors and Governors, these workshops emphasize definition of drugs, legal implications, physical and psychological effects and features former users and addicts. Contact your Jaycee State Chairman.

American Bar Association -- The Young Lawyers Section of the ABA has developed a "Young Drug Abuse Education Program" designed for junior and senior high school students consisting of 3 one-hour presentations to student assemblies over a period of 3 weeks. Contact:

Youth Drug Abuse Education Program
Young Lawyers' Section
American Bar Association
1155 East 60th Street
Chicago, Illinois 60637

Kiwanis International -- "Operation Drug Alert," publishes a newsletter and materials on drug abuse. Write to:

Kiwanis International Building
101 East Erie Street
Chicago, Illinois 60611

REFERENCE MATERIALS

Educational programs have been developed by the following governmental agencies, school districts, and commercial concerns. The list is intended only as a guide, and interested parties should write to obtain further information to determine if the material will fit their local needs. Many states are starting pilot programs on drug abuse and the appropriate state agency should be contacted for further information.

DRUG DEPENDENCE AND ABUSE, A SELECTED BIBLIOGRAPHY -- A list of government and non-government publications categorized into Drug Abuse Information, Treatment, Psychology, Prevention and Effects of Drugs. Single copy free from the National Clearinghouse for Drug Abuse Education, NIMH, W.T. 240, 5454 Wisconsin Avenue, Chevy Chase, Maryland 20015.

A FEDERAL SOURCE BOOK: ANSWERS TO THE MOST FREQUENTLY ASKED QUESTIONS ABOUT DRUG ABUSE, available from the National Clearinghouse for Drug Education, W. T. 240, 5454 Wisconsin Avenue, Chevy Chase, Maryland 20015.

DRUG ABUSE PREVENTION: A COMMUNITY PROGRAM GUIDE -- A brochure designed to show how other organizations have carried out successful programs, available from the Department of Justice, Bureau of Narcotics and Dangerous Drugs, 1405 I Street, N. W., Washington, D. C. 20537.

GUIDELINES FOR DRUG ABUSE PREVENTION EDUCATION -- A workshop for educators containing suggested courses for kindergarten through the 12th grades and cooperation necessary to implement them. Department of Justice, Bureau of Narcotics and Dangerous Drugs, 1405 I Street, N. W., Washington, D. C. 20537.

COMMUNITY DRUG ABUSE PREVENTION PROGRAM -- A series of four pamphlets explaining total community involvement in drug education and prevention. Department of Justice, Bureau of Narcotics and Dangerous Drugs, 1405 I Street, N. W., Washington, D. C. 20537.

DIRECTORY OF DRUG INFORMATION GROUPS -- A listing by states of known drug programs; Stash Press, 638 Pleasant Street, Beloit, Wisconsin 53511.

MARIJUANA: SOME QUESTIONS AND ANSWERS -- Public Health Service, Pub. 1829. Available at the Government Printing Office, Washington, D. C. 20402 (5¢ each).

DRUGS OF ABUSE -- A booklet describing the medical effects of drugs, with pictures identifying available drugs. Department of Justice, Bureau of Narcotics and Dangerous Drugs, 1405 I Street, N. W., Washington, D. C. 20537.

LSD: SOME QUESTIONS AND ANSWERS -- Public Health Service, Pub. 1828. Available at the Government Printing Office, Washington, D. C. 20402 (5¢ each).

DRUG ABUSE: A PRIMER FOR PARENTS -- (Stock #051-02102) Sold in packages of 35 for $1. No quantity discount. Available at the American Association for Health, Physical Education and Recreation, NEA Publications Sales, 1201 16th Street, N. W., Washington, D. C. 20036.

DRUG ABUSE EDUCATION - A GUIDE FOR THE PROFESSIONS -- American Pharmaceutical Association, 2215 Constitution Avenue, N. W., Washington, D. C. 20037 ($1 single copy).

INDEX/GUIDE TO YOUTH PROGRAMS IN THE CATALOG OF FEDERAL DOMESTIC ASSISTANCE. Compiled by PCOYO with OMB. Write to Mr. Tom Snyder, New EOB, Room G236, Washington, D.C. 20503.

Educational Material for Schools

DCA Educational Products, Inc. -- Educational materials on drugs. Transparencies and teachers manual. K-12, DCA Educational Products, Inc., 4865 Stenton Avenue, Philadelphia, Pennsylvania.

Raytheon Learning Systems -- Educational materials on Narcotics and Dangerous Drugs. Teacher's Guide, student response sheets, 33-1/3 record and filmstrips. Raytheon Learning Systems Co., Raytheon Education Company, 475 S. Dean Street, Englewood, New Jersey 07631.

Lockheed Education System -- Educational program on drugs. Films, student manual, slide, tapes, teacher preparation, operating instructions, evaluation instruments, and semester-long activity. Grades 6-10. Lockheed Information Systems, Box 504, Sunnyvale, California 94088.

School Health Education Study, 3M -- A complete health education program extending from K-12. Basic reference documents. Prepared Color Transparencies. Teaching-Learning guides and companion Teacher-Student Resources bibliographies. Visual Products, 3M Center, St. Paul, Minnesota 55101.

Impact Day Plus Two -- Program that provides instruction about drugs and drug abuse. Grade levels five and six. Script and slides. Instruments for immediate feedback from students. Teacher and student materials which provide supplementary information and suggested follow-up activities for a two-week period. Pamphlets for parents. Impact Day Plus Two, c/o Community Services Office, Cerritos College, 11110 Alondra Boulevard, Norwalk, California 90650.

Teachers' Resource Guide on Drug Abuse -- A state guide for teachers. Commonwealth of Pennsylvania, Division of Public Health Education, Division of Drug Control, Department of Health, Harrisburg, Pennsylvania 17120.

A Preliminary Guide to Health and Family Life Education -- Educational materials for grades K-12. Requests for available material will be considered. Bureau of Text & Libraries, San Francisco Unified School Districts, 135 Van Ness Avenue, San Francisco, California 94102.

Drug Abuse Escape to Nowhere -- A guide for educators. National Education Association, Publications Sales Department, 1201 16th Street, N. W., Washington, D. C. 20036.

Smart Set International, Inc. -- Educational materials on all drugs and related problems. Posters, booklets, and other material oriented toward junior high, high school and college students. Complete kit ready for school year. Write to Smart Set International, Inc., 1680 N. Vine Street, Hollywood, California 90028.

Spenco Corporation -- Gadgets to relay information on drug abuse and smoking, including a "dial a drug" wheel, available from Dr. W. R. Spence, Spence Medical Corporation, P. O. Box 6225, Salt Lake City, Utah 84106.

Drug Identification Guide -- A reprint from the "Physician's Desk Reference." Guide contains actual size, full-color reproductions of the most commonly prescribed drug products, as well as some available without prescription. Medical Economics, Inc., 550 Kinderamack Road, Oradell, New Jersey 07649. Single copy $2.

Common Sense Lives Here -- A community handbook published by the National Coordinating Council on Drug Abuse Education and Information, Inc. Seeks to create an understanding of the predictable patterns of human behavior that led to drug use. Calls on this same dynamic as a community resource to be channeled into organizing and coordinating drug abuse prevention and control programs. Presents specific steps to be followed in mobilizing community efforts and concludes with particular references to organizations and publications that are logical sources of support. Available at the National Coordinating Council on Drug Abuse Education and Information, Inc., 1211 Connecticut Avenue, N. W., Suite 212, Washington, D. C. 20036 for $2. Quantity discounts on request.

IF -- A newsletter on the latest developments in drug abuse education, available from the National Coordinating Council on Drug Abuse Education and Information, Inc., 1211 Connecticut Avenue, N. W., Washington, D. C. 20036 ($5 per year). Group subscriptions and special orders available.

Audio-Visual Aids -- An extensive evaluation of films, slides and drug-related audio-visual aids. National Coordinating Council on Drug Abuse Education and Information, Inc., 1211 Connecticut Avenue, N. W., Washington, D. C. 20036.

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Chapter VII

PUBLIC CONTACT AND COMMUNICATIONS

When a youth coordinator's staff is small, the coordinator himself must usually double as the public relations director in handling communications assignments.

Communications means more than simple publicity for youth program work. Attracting community and volunteer participation, support, understanding and recognition is another facet of the communications job -- a major one. Proper development of communications results in a community-wide spirit and sense of year-round involvement that encompasses both the giver and the receiver of the program's benefits.

Good media relations can foster constructive contact and cooperation between inner city youth and the rest of the community. The young people themselves can be drawn into the communications effort in a productive, learning role.

News media executives truly appreciate receiving newsworthy material, and youth coordinators have much of this. Because of the competition for space in the large urban dailies, it is wise to give close attention to the weekly papers, as well as to metropolitan and suburban dailies, tri-weeklies and semi-weeklies.

Deadlines on the weeklies may require a much earlier notification of news, however, and publication dates should be closely observed. Many big city dailies are now publishing once-a-week Neighborhood Sections or Youth Feature Sections into which articles and picture stories often fit.

COMMUNICATIONS TECHNIQUES

To assist in compiling a current list of media contacts, the following directories may be consulted:

Ayer's Directory of Newspapers and Periodicals -- lists every publication.

Broadcasting 1971 Yearbook -- lists all radio and TV stations, executives, etc.

The Working Press of the Nation (National Research Bureau, Inc.)--
Newspaper Directory
Magazine Directory
Radio and Television Directory
Feature Writer and Syndicate Directory -- each lists names.

Editor and Publisher -- lists every paper in a State alphabetically.

National Weekly Association -- lists weeklies by county and town.

Gebbie Press House Magazine Directory -- lists house organs, internal and external, and gives requirements of these magazines.

Informing the Public

Communications must reach many audiences in different ways:

Community-wide: The general public must know that there are special community-wide programs which need the backing of every public-spirited organization and individual.

Special Groups: Target groups need to know how various parts of the program involve them. For example, a Jobs Program depends for its success on communication to:

1. eligible youngsters -- through disc jockeys, school vocational counselors, store posters, leaflets, meetings in teen centers, etc.

2. businessmen -- through messages in the business press, direct mail, telephone calls and other means. So, too, other activities as described in this Manual can best be communicated through specialized public affairs programs as well as through community-wide publicity.

Basic Principles: The essential fact is that to create news, there must be newsworthy decisions, programs and events. Substantive, interesting press conferences and releases will usually receive attention; dull, repetitious, wordy handouts will not. Throughout the year, your goal should be to steer a balanced course between one extreme of flooding the media with an endless series of minor messages, or the opposite extreme of failing to "package" useful information in a timely way to facilitate coverage.

Organization

It is obvious that the larger the city, the greater the number of private and public organizations that tend to make separate appeals for media coverage.

In order to assure maximum efficiency and minimum duplication, communications programs must be carefully organized.

Through the cooperation of the American Association of Advertising Agencies and with the approval of your Mayor, an executive of the local ad agency may be willing to serve as volunteer city communications coordinator for youth opportunity. This adman may be recruited to work with you, with the Mayor's Press Secretary, with the information officers of the metropolitan job coordinators for the National Alliance of Businessmen and of the Urban Coalition, with Federal, State and local information officers, the CAP information officer and others, to help assure an effective city-wide program.

In the larger cities your Mayor should consider appointing a committee on communication to assist the communications coordinator. If there is an existing organization with broader mandate, the Mayor should ask it to take on youth programs as special projects.

The Committee on Communications should consist of high-level or operating representatives of all the principal media: local newspapers (including possibly a representative of a suburban weekly), radio (executive or disc jockey), TV (commercial and/or educational), inner-city press, business and labor press, the advertising club, the public relations society, and a regional Information Office representative of the U. S. Department of Labor.

The Committee should not function merely as a recipient of requests for air time and space, nor as a generator of ideas, but as a full partner of the Mayor's Youth Council -- advising, questioning, implementing.

Planning a Communications Program

The communications coordinator, with or without an advisory committee, should set up a comprehensive special communications program, complete with:

A Timetable for major announcements, press conferences, etc.

Assignment of public relations manpower, clerical help and other resources
Liaison with each of the major media.

As the program moves along, the communication plans should be modified as required -- expanded, contracted, and constantly checked as to actual results.

Inner City: It is essential that experts in communication to disadvantaged areas be fully represented in both the advisory and operational efforts. Youth in the Inner City must be reached through media and people they respect, listen to and see. The most popular disc jockey on perhaps some swinging day-time radio station may be far more effective in reaching the youth than a serious radio or TV program or one whose higher rating comes on a city-wide basis.

Leaflets inserted in family mailboxes or under the door of apartments or homes, posters in stores which are frequently patronized by youth, and signs at neighborhood locations are additional key means of getting the story across to young people.

Opening Press Conference: A special program can best be launched by a major press conference attended by all media.

Ideally, present at the initial press conference might be: your Mayor, who would be the spokesman; executives of Chamber of Commerce, Labor, Church and other community organizations comprising the Mayor's Council on Youth Opportunity; Community Action Agency executives; city executives whose Departments (such as Parks and Recreation) will be cooperating with the program; representatives of Inner City young people; and representatives of local offices of cooperating Federal agencies.

As in the case of all other contacts with the media, the opening press conference will depend for its success on substance -- on the actual value of the news being conveyed, as well as upon careful preparation that includes a well-developed Press Kit and other forethought. Thereafter, press conferences should be held often enough to maintain public focus on the program, but not more

Name/Logo : An overall name and symbol of your program will help assure its identification in the public mind. While you may wish to make maximum use of the national name and symbol, local adaptation can prove helpful.

Follow-Through: The overall communication plan will include radio-TV being invited to the opening events of all the principal component elements of the Special Program.

... Human Interest: Ingenuity should be used to secure coverage of human interest, feature type stories -- by both text and photos.

Following the example of Community Chest-type campaigns, almost every day there can be a case history type approach showing a typical youngster or group of youngsters who, for example, obtained employment, or are participating in a creative workshop, or are enjoying tutorial education, etc.

... Special Events: The media are interested in genuine "happenings". The summer youth program, for example, is rich in special events potential.

A parade might be used to kick off and/or conclude the summer program. The young people participating in the program should be featured; but as added attractions, you can draw on bands from cooperating local high schools and colleges.

If you have a photography activity as part of your program, conduct a contest for the best photos taken by the young people and stage an exhibit of the winners. Not only is the event itself newsworthy, but the content of the photos probably will tell much about inner city life and perhaps something about the impact of your program on it.

An awards program is a news-making event, with the added virtue of providing an opportunity to give recognition to some of the people who make outstanding contributions to your summer activity.

Newspapers

The goal with the press is to convey news with impact and appeal -- not just on the front pages, but in any section possible within the newspaper.

While the communications coordinator's principal contact will be with the City Editor, visits from time to time will be advisable to invite counsel, cooperation and coverage by: the Editorial Page Editor, Cartoonist, Art-Music-Dance Editor, Entertainment Editor, Education Editor, Sports Editor, Advertising Editor, Business Editor, and the Women's Editor, as well as other personnel. The purpose of these contacts is self-apparent, in terms of specialized news and features.

... Special Box: Your local newspaper may be willing to carry a special daily "box" giving the name, telephone number and summary of the work of organizations that individuals can call to volunteer their help.

... Sustained Coverage: Getting a first story on each major element of the program may not be difficult, but subsequent stories will require ingenuity. Examples of similar, specialized coverage follows:

... Amusements Page

- Advance notices of scheduled performances
- Head shots of stars
- Interviews with performers and directors
- Rehearsal photos
- Interviews of audience members
- Close-up photos of portion of audience
- Reviews of outdoor theatrical performances

... Music Column

- Advance notices of scheduled programs
- Head shots of performers
- Interviews with performers
- Interviews with audience members
- Action shots of concert and audience
- Reviews of performances

... Art Column

- Advance notice of scheduled exhibits
- Interviews with teachers and exhibitors
- Photos of exhibitors at work sculpting or painting
- Interviews and photos of spectators
- Reviews of exhibits
- Photos of exhibit items

... Editorial Page Editor: Understanding and support from the Editorial Page can make a big difference. Providing information to the Editorial Writer is a high priority. Your submissions should be reasonably concise, but with subjects varied enough to give the editor ample scope for his independent decision and comment. Don't try to write the editorial yourself.

... Cartoonist: If your papers have local editorial cartoonists, they can be powerful allies in your youth program. Ask for help and submit a variety of ideas for their consideration. Favorable cartoons can be reprinted in other literature, including posters.

... Out of Town Coverage: Special reports such as "Lessons for Louisville" which appeared in a Sunday edition of the Louisville Courier-Journal and Times are valuable. The paper sent five writers to nine cities to gather material on what was being done to improve housing, recreation, and human relations. Five full pages were devoted to their findings.

... Sunday Supplement: A major attention-getter is the local weekend or Sunday magazine section. Its lead time may be three weeks or longer, so that well in advance you will want to contact its Editor for feature-type text and photo coverage.

... Teen Section: Those newspapers which publish Teen Supplements in their Saturday or Sunday issues should be invited to make a special effort to seek news, literary, photo and other contributions from disadvantaged youth.

... Business Coverage: Since employment is a crucial element of the Summer Program, there will be especially close teamwork between the communications coordinator, his opposite number in the "JOBS" Program (Job Opportunities in the Business Sector) and counterparts in the Chamber of Commerce, the Trade Union Council, and local trade associations such as restaurant, hotel or similar groups. A careful division of labor should be devised to avoid overlap in the several information programs.

Most local businessmen will want to cooperate in hiring youth, but some may hesitate about venturing into what seems a new and strange area.

Frequent stories showing what their colleagues are doing will give them a feeling of reassurance, and encourage them to move ahead more rapidly in establishing job programs in their own companies.

The Metropolitan Job Coordinator can be interviewed on the aims of the program and later on about its progress. He can furnish names of cooperating employers who may be listed in a press release or when it is deemed advisable, who may be interviewed on their part in the program.

Photographic coverage of trainees on the job can be arranged. Interviews with trainees on their reactions to their first jobs may be of interest. The head of the local Chamber of Commerce or equivalent organization could issue a statement or be interviewed, or both, about the economic impact on the community.

... Labor Editor: If your paper has one, the labor expert deserves attention. Cooperation by labor unions is essential in opening up new job opportunities for disadvantaged youth. Significant success stories of this type that you can identify and make available to the labor editor may encourage other unions to follow suit. Similarly, the editors of newspapers published by local labor unions or the Central Labor Council can carry helpful information.

... Letters to the Editor

Sometimes as important as news releases is the writing of letters to the editor of local newspapers. Here is an area where people are free to express themselves without the restrictions set in the newswriting field.

Always double space your letters and leave the same margin you allow in press releases. Letters to the Editor are marked up in the same manner as news stories when they reach the editor's desk.

Don't restrict your mailing to letters to only your city dailies. If you can afford it, send them to all the major metropolitan papers across the state or the nation. You can get the addresses of national metropolitan papers in the "Literary Market Place" at your local library. If your library does not have this reference, ask the librarian if they have a "Newspaper Directory" for all U. S. cities.

Circulating Releases

... News Services

In addition to AP and UPI, all large cities have one or more local news services; check with your local Chamber of Commerce. When your story has citywide, statewide or nationwide appeal, it is wise to send copies of the release to these services.

... Radio and TV

As with news services, radio and TV announcers should also be supplied with releases of news that will appeal to a broader audience outside the community. Check your phone book for the addresses and phone numbers of your local radio and TV stations.

When you are planning a demonstration or a special project, telephone your local news services and radio and TV stations in advance of the event. Also telephone on the day on which the event takes place. Have copies of a prepared statement available for newsmen.

... Newspaper Directories

Your city and state Chamber of Commerce provide many services. One of which you can take immediate advantage is the publication of a "Newspaper Directory." Almost every Chamber of Commerce makes these directories available to the public for a fee ranging from $3 to $10. If your local Chamber of Commerce does not issue these directories, they can usually refer you to a source. The Newspaper Directory provides names, addresses, and number of times each paper is published. The city directory generally lists all daily and weekly publications in the radius of the city.

A listing of all newspapers in the state can be obtained from your state's Newspaper Publishers Association.

Television Broadcasting

Television broadcasting is an especially important medium for a summer youth program, since it reaches audiences which are not regular newspaper readers. TV and radio, as licensees with community service obligations, will be glad to respond to reasonable, well-prepared requests. Some public service stations actively solicit public service announcements.

. . . TV Specials: Biggest possible send-off for your program would be a local half-hour or full hour show on prime time. The local communications coordinator should put together a proposal which will spark the interest of station management. Because it is asking so much and is so vital, on the basis of the proposal, the Mayor himself should make the request personally for donation of time and production services from the station and/or a local advertising group.

Included in the "special" might be:

-- a statement by the Mayor
-- impromptu comments by members of the Summer Task Force Panel -- business, labor, church
-- film clips, if available, as taken in last year's summer program or in winter activities (these are important)
-- most important, entertainment by performing artists such as amateur singers or guest spots by visiting professional stars (after obtaining necessary union clearance).

If you are to attract and hold a sizable popular audience, the program should really swing; it should be exciting, colorful, appealing both to youth and to other age brackets in every area of the city.

The TV special should be advertised in newspapers and in other media as a public service by the station and/or cooperating businesses, as well as being mentioned in other ways to reach the Inner City.

If your kickoff show is a success, the station may be willing to carry another special later on, reporting on what has been accomplished during the summer and previewing what will be done on a all-year basis as follow-through.

. . . Special Series: "The Opportunity Line" was produced in Chicago by WBBM-TV in cooperation with the Urban League, the Chicago Association of Commerce and Industry, and the Illinois State Employment Service. The format was built around three major elements: (1) a "job board," listing members have gladly advised on how to reach Inner City youngsters. In addition to carrying your announcements, they can conduct brief interviews and provide other help. For example, they have served as judges in a youth talent contest, in broadcasting winners' performances, etc.

... Phone Shows: Very popular on radio these days are the shows where listeners phone in questions or comments. These offer an opportunity to get across your story, provided you respect the format of the show.

Youth Journalism

Arrangements have been made with national organizations to make it possible for young people to serve in and through the media themselves.

The National Association of Photographic Manufacturers has made possible a "photo journalism arm" in the Mayor's office, where Mayors are interested, staffed by disadvantaged youngsters. Young journalists will also, it is hoped, contribute to the Teen sections of their local newspaper, if not to the main newspaper itself.

In an initial phase of the photographic effort, the Master Photo Dealers' and Finishers' Association of America agreed to sponsor Project "PICS" -- Pictures in Community Self-Development. The summer youth coordinator should not wait to be called, but should reach out to prominent, civic-minded photo dealers for assistance in pilot projects.

Similarly, many local educational television stations are considering news and other shows to be produced by Inner City talent. You can help bring such plans to reality by your efforts, or by your pompt response when called.

Local Advertising

a. Many businesses will, if asked, include in their regular advertising brief references to the Summer Program. They may sponsor a spot, urging citizen support or may state that their own company is cooperating with programs, and/or may carry an emblem of the Summer Program in their newspaper or periodical ads. Ideally, a business may donate a full newspaper page, one-half page or other sizable ad entirely to the program or to particular event.

immediate openings with job description, salary, and requirements; (2) interviews with an employment counselor; and (3) a success story.

Similar Job-TV programs are now being carried by stations throughout the nation, evidencing how a constructive program catches on rapidly.

... Interview Shows: At least one TV or radio station in your city is likely to have a regular interview-type show. Visiting celebrities -- athletes, entertainers, etc. -- can be top-notch interviewees. In addition, if you can identify people in your program who are potentially good broadcast personalities, you will be doing a service for the MC of the show as well as for your own program. You may have one person with an unusual degree of expertise and fluency, or you may find it better to offer a panel, each of whom can contribute on one aspect of the program. A group of young people can make good interview subjects; while they are not experts in the usual sense, they certainly know the problems and reactions of youth and bring spontaneity to the program.

... Assistance: In the past, the National Academy of Television Arts and Sciences has cooperated helpfully with the Summer Program. Personnel in its national office and local chapters have been glad to advise and assist on TV specials and other public service TV programs. Representing all categories of TV production and performance, the know-how of Academy members has been most helpful.

Radio Broadcasting

... Announcers and Disc Jockeys: The National Association of Radio and Television Announcers has also cooperated closely with summer jobs programs. In most cities, NARTA and other disc jockeys have tremendous followings, particularly among young people. With many interludes to fill between records, they will be receptive to your messages. Since they have their individual styles, it is probably best to telephone or visit with a fact sheet on the information you would like to convey, rather than try to spell out the details of the format. NARTA local

Where a business is sponsoring some major part of the program, e.g., part of a Job Fair program, or a local Concert of Entertainment, it is likely to be interested in advertising that activity.

b. Local theater owners can be of great help. The National Association of Theater Owners planned screenings of a trailer of approximately a minute-and-a-half which can be shown in all theaters, urging city-wide support of the program. Civic-minded local theater owners can cooperate in other ways, perhaps with matinee use of selected theaters in or near deprived neighborhoods. The Association in the past has designated a key exhibitor in each of the 50 cities to be available as a coordinator for your contacts. As in the case of all other trade and professional associations offering the cooperation of their local members, the effectiveness of the teamwork depends in part on your own outreach.

c. In developing local "Spots", the local communications coordinator will:

1. check to be sure the spots are really visual for television and easy listening for radio.

2. prepare spots in a variety of lengths -- 10-second, 20-second, 30-second, one-minute -- to give the station maximum flexibility in fitting time into every possible opening.

3. give your viewer-listener a clear statement of the action you would like him to take, such as "Telephone 330-4440", or "apply at your local school between 9 and 3 on weekdays", or "send your check to Camping, Box 100, this City".

4. let the young people themselves speak. A boy telling in a few words -- even awkward ones -- in his own way why he would like to go to camp can be much more appealing than a polished announcer.

d. Miscellaneous Advertising: Out-door local billboard firms should be asked to cooperate.

1. Marquee signs -- hotels, motels, skating rinks and other buildings with marquees or other large signs may be persuaded to donate space on the program, such as Holiday Inns did last year.

2. Shirt bands -- Members of the Chattanooga Laundry and Dry Cleaners Association imprinted a message backing the program on the bands they wrap around ironed shirts.

3. Postal slugs -- cooperating employers may insert campaign slogan slugs in their mailing machines.

4. Truck Panels -- operators of truck fleets in your city -- dairies, newspapers, utilities, etc. may exhibit your posters.

5. Store Window signs -- this medium gives you a chance to tell your story selectively, in the particular neighborhoods you want to reach.

Special Help

1. Public Relations: Many chapters of the Public Relations Society of America have pledged their cooperation with the nationwide program. If your local chapter has not already done so, the local communications coordinator may ask it to form a special Committee or Subcommittee to offer its resources. PR specialists can help you communicate to city-wide audiences and, in the case of individual experts, to specialized audiences. They can help develop plans for press conferences and for constructive "happenings". In addition, PR directors of businesses, labor unions -- whether or not members of PRSA -- can provide ad hoc help.

2. Specialized Organizations' Help: Every city has many groups and publications serving specialized interests. Material that relates your program to these interests will tend to find a ready outlet in such publications. Many of the groups also hold meetings where a speaker on the summer program might be welcomed. A speakers bureau should be set up to take systematic advantage of these opportunities. Here is a partial list of the kinds of organizations likely to have publications, occasions for speaking engagements, or both:

Chambers of Commerce or Boards of Trade
Trade Associations -- Unions
Service Clubs (Rotary, etc.)
Churches
High Schools and Colleges
Business Firms (those large enough to have house organs)

3. Employment Service Campaign Materials: Utilize leaflets produced by the Department of Labor, as well as materials produced by State and local employment services.

4. Evaluation: The local communications coordinator will hold occasional meetings with all of the key individuals cooperating on the advertising-public relations effort, so as to assess plans against actual results, develop new ideas and re-assign responsibilities as may be necessary.

Files and a "Scrapbook"

A central file should be kept on media coverage. Several purposes will be served:

... It will make future activity easier by pointing up successes to emulate and mistakes to avoid.

... It will be useful evidence in support of future requests for assistance from individuals, foundations, private organizations or public agencies.

... It will give all concerned a more comprehensive picture of the program than they could obtain from their own limited participation.

Copies of clippings and other coverage should be circulated among the various local information offices at periodic intervals to assure familiarity with the overall effort, and to encourage other groups to develop publicity.

Youth Participation in Federal and State Youth Councils

Communication is a two-way street, and one of the best ways to involve youth is on Youth Advisory Councils. The following include youth in one form or another:

1. HUD's Model Cities Program -- The program authorizes establishment of local Citizens Advisory Councils; youth are included in these.

2. AGRICULTURE-USDA Extension Service -- Youth Advisory Councils are part of their 4-H Youth Program. There are County and Metropolitan Area Youth Councils.

3. JUSTICE -- The Law Enforcement Assistance Administration has set up Youth Councils in jurisdictions receiving LEAA grants. Councils are aimed at juvenile delinquency control, through youth programs.

4. OEO -- Each Community Action Agency has a Council of Representative Youth from the operating area of the CAA. They function as Advisory Boards to the CAA.

5. FEDERAL EXECUTIVE BOARDS -- Located throughout the country, these boards have Youth Councils concerned with the young professional and youth in the community, but youths are not necessarily included on these boards.

6. PCOYO -- 45 State and 68 City Youth Councils have been set up to support youth coordination efforts. Minority and other youths are included as an integral part of these Councils. Youth Councils were mandatory under the 1970 PCOYO Youth Opportunity Program Development Grants. Besides the 113 PCOYO Youth Councils, many other cities not funded by PCOYO have Youth Coordinators and Councils.

7. WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH -- Each State has a permanent Governor's Council on Children and Youth, which may or may not contain youth, at the discreation of the Governor.

8. SELECTIVE SERVICE YOUTH ADVISORY COUNCILS -- These have been formed in all 50 states.

YOUTH COORDINATOR ROLE

Prerequisites for an effective communications operation of a public relations nature include the following:

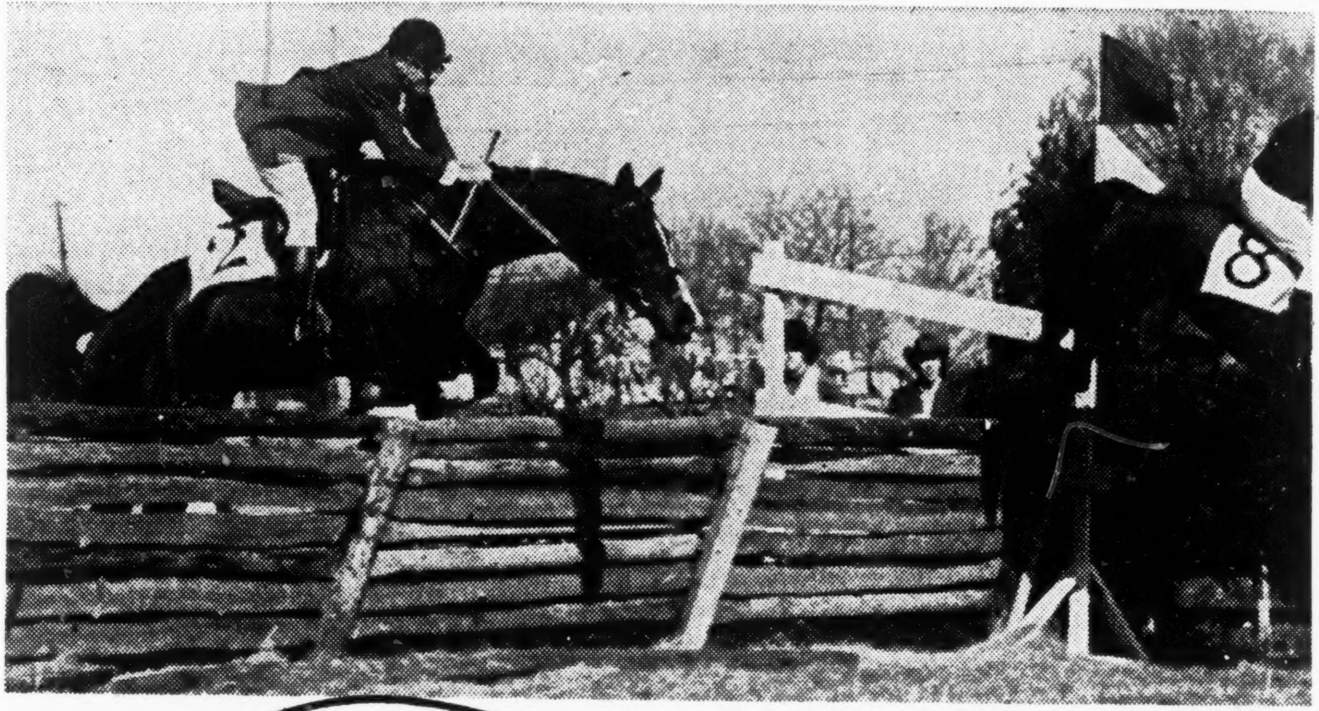
1. Most important is to determine your specific needs in the communications area. What is the most pressing need of young people you wish your program to address, specifically? Boil the needs down to the lowest common denominator. This is the most critical step in any communications program, if maximum impact is expected.

2. Once you have firmly identified the program goal, determine which person or persons in the communications industry in your community you would like to have head your youth program communications efforts. The Mayor's press aide can help in this area, and may wish to staff the effort himself. A television or advertising executive would be the best choice to head the effort. Friends in the communications industry can be helpful, and they are normally the ones to whom youth program leaders turn for aid and leadership. Keep in mind that a most essential consideration is whether the man or woman selected for the job can deal effectively with all segments of the communications industry in your community. He or she must obtain not only voluntary manpower, but free physical and creative resources.

3. In consultation with the person selected to head your efforts, convene or contact representatives of the major segments of the communications industry in your community to request their assistance in a specific area or of a specific nature. It is much easier to get an honest, productive, favorable response when a person is asked for something specific -- art work, design of a logo, envelopes, paper, photo processing, for example -- than when he is asked to just sit in on a meeting of vague purposes, with no specific requests for help forthcoming. There must be direction. It should come forcefully and specifically from the communications chairman in consultation with the youth coordinator.

THE SUNDAY STAR
Washington, D. C., March 28, 1971

Sports



st Acorn (2), with owner David Semmes up, follows
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with Buen Paisano second.

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Records

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JURGENSEN HEADS SUMMER JOB PLAN

Quarterback Sonny Jurgensen of the Redskins will serve as the Metropolitan area chairman for the "Summer Jobs for Needy Youth."

The D.C. Board of Trade is seeking summer jobs for needy youth of the metropolitan area for the seventh year. It will kick off this summer's program at 10 a.m. Tuesday at the summer job headquarters on the fourth floor of the Board of Trade building.

Jurgensen, Joseph B. DanSanzky, president of the Board of Trade, and civic and business leaders will take part in Tuesday's program. Emphasis this year will be placed on contacting the 18,000 employers in the area for possible summer jobs.

ROUSE 2nd AT POTOMAC

David Semmes Wins Aboard August Acorn

By TOM YORKE
Star Staff Writer

Fate stepped in to help David Semmes and August Acorn score an eight-length victory over Randolph D. Rouse's Buen Paisano in the featured Potomac Cup yesterday at the Potomac Hunt races.

Semmes' brother Harry, scheduled to ride the favored Sun Castle in the 3-mile event over 20 fences, was kicked by August Acorn in a paddock accident a half-hour before the main race. Harry suffered a com
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and could not compete.

Harry had purpose
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"NAMES MAKE NEWS"--
especially on the sports
pages of big-city dailies where
competition is keen for box space...

4. In contacts with industry representatives, do not overlook the potential contributions of printers, paper and envelope manufacturers and suppliers, film processors, etc. Similarly, do not ignore the existing personnel and resources of schools, voluntary groups, trade associations, Federal agencies, Community Action Agency, etc. It will be advisable to have more than one representative from the advertising industry. Indianapolis, for example, has a coordinating committee of five advertising agencies each with a specific area of responsiblity. This spreads the burden and engenders competitive creativity and productivity.

5. Give your communications program year-round flavor, covering varying priority needs of young people on a 12-month basis. Peak periods can be planned for such specific matters as summer jobs, anti-dropout campaigns in the fall, evening and weekend recreation during the school year, etc. But all of the various pieces should be linked into one comprehensive whole.

6. Include in your plan of action a specific timetable and a central theme or trademark for all program materials and information.

7. Establish a clearinghouse to report plans and accomplishments to and from the community. This may include the use of a news bureau, film bureau, and speakers bureau. News releases and features should especially emphasize program participants, rather than program leaders or sponsors.

Kids Teach Adults All About Pollution

By Carl Kramer

Washington Post Staff Writer

THE TEACHER LED the group down to the nearly frozen stream. The students pitched in to chip away the fringes of ice so water samples could be taken. The air temperature was near zero.

Into the creek they went; nets were placed and sterile bottles were filled. It didn't take long, but long enough for ice to form on the hip-boots, waders and galoshes.

Once they had their samples, one of the students herded the group back into a truck for the return to headquarters to analyze. The student drove the truck, because the teacher was too young to have a license.

The teacher was 13 and attended junior high. The students were adults.

The scene was the Catoctin National Park, a few miles from the Presidential hideaway at Camp David.

· The event: An antipollution workshop in which the kids taught the adults.

This cold, bleak weekend in the Maryland mountains was the culmination of something that had been in preparation all the school year.

I had been aware that my son, a student at the Sidney Lanier Intermediate School in Fairfax, Va., had been involved with an ecology project most of the school year. I liked the idea since I was concerned about those statistics that warned that the nation's water supply would be shot in another generation.

I was aware, too, that he was putting pressure on our family to be careful about trash, not to waste water and to switch to lead-free gasoline.

Then, when he announced one evening that he had been selected to be part of an antipollution workshop, I decided to find out more.

I talked with his science teacher, Dorothy Strong, who turned out to be bright, young and "with it." She told me we were dealing with two things: Something new in education, and water pollution problems.

"The kids will teach the adults," she said, "and teach them better and involve them deeper than they have been in years. Not only is this a great system of education, but it's a start on a program that we'd all better be involved with."

This is the way it works: The kids are exposed to an idea or subject they may have heard or read about. If they show interest, they are given more information. If they get involved, and like what they are doing, they are given training in special techniques.

One of the big problems is time. The kids have their regular school work to do, so the special stuff has to be done after school and on weekends.

This requires a zealous student and a teacher with dedication over and above her contract with the Fairfax County school system.

At Lanier, Miss Strong started by borrowing equipment.

First needed were some LaMotte or Hach kits. These are chemical kits used to test water for various pollutants. The LaMotte Kit is simple and costs about $100. The Hach Kit is more sophisticated, more accurate and sells for about $275. To restock the chemicals in either costs about $25. Then there's a Serber Sampler; it's a net used to capture tiny water life in streams. The kits cost about $25.

The money for the kits was not available through the school system. The scrounging began. Miss Strong was able to borrow a couple of kits from other teachers, and she was in business.

Working after school and on weekends, she taught the techniques of water testing.

There were a dozen or so students at first and they took to the tests enthusiastically and effectively. They tested water from the taps at school, from their homes, and on Saturdays, the streams in Fairfax County.

Then, before the Christmas holiday, Miss Strong told kids about the workshop planned at Catoctin. It was to be a three-day affair in which the children would help teach the visiting adults. The adults would be drawn from schools, government and scientific groups.

But how did it all begin? How did this science teacher get the know-how and information to go with her dedication?

It started with the "Tilton Project." Tilton is a posh boarding school in New Hampshire, whose headmaster, Joseph Chadbourne, was interested in the problems of water pollution. He took his water pollution basic training on the shores of Lake Erie, so he brought excellent credentials to New Hampshire.

In 1969, he organized a workshop at Tilton, and Miss Strong, then a teacher at Cabin John Junior High in Montgomery County, attended.

The following year, a second program was held at Tilton, and Ron Smetanic, a science teacher at Wooton High School in Montgomery, took part.

Last fall, Chadbourne contacted Smetanic and suggested a workshop in the Washington area. Smetanic got together with Miss Strong, and the Catoctin program was born.

The workshop, held the last weekend in January, was a success. Sixteen students, from Fairfax, Montgomery, Philadelphia and Tilton, taught 75 adults and did a remarkable job.

The adults who came to learn were teachers, administrators, members of the Corps of Engineers and interested people from other government agencies.

Joseph Howard, a science curriculum adviser for the Montgomery County schools, gave high praise. "I've always felt that education needs involvement," he said, "and these young people are really involved. I'm really learning something."

Sure, it was cold, and the facilities at the Job Corps training center where the conference was held, were somewhat austere. The feelings, however, were good and the work went well. The streams were checked and the results recorded. A paper with those results will be published.

There's more to come. This week a meeting of the people from Fairfax and Montgomery was held. They're trying to get an organization started so they can ask someone for money.

More kids are being brought in to the program, and now kids will teach kids, as well as adults.

WASHINGTON POST *Thursday, Feb. 11, 1971*

PROGRAM EXAMPLES

1. In Indianapolis, an estimated $1 million worth of free advertising time and space went into the Mayor's 1969 communications campaign headed by a voluntary communications task force of five advertising agencies: McQuade, Wilkens & Bloomhorst, Inc., Caldwell-Van Riper, Inc., Garrison, Jasper & Rose, P. J. Finneran & Co., and Ruben-Montgomery & Associates, Inc. Newspapers, radio, and TV stations donated time and space to the drive. Each of the participating advertising agencies had a specific subject area assignment, such as employment, housing, health, and sanitation. Some of the promotional advertisements focused directly on a campaign to recruit volunteers. Others zeroed in on a specific subject, concluding with a message to call the volunteer number. All advertisements, regardless of subject matter, carried the same "Get With It" logo.

2. The Cincinnati Youth Coordinator, with the support and assistance of a 41-member communications industry committee headed in 1969 by two volunteer advertising agency executives (Richard Schmidt and Larry Gilbert of Northlich, Stolley, Inc.), was able to obtain free printing of "Summer Thing" bumper stickers, numerous posters and brochures alerting neighborhood residents to recreation and employment opportunities, an hour-long documentary of the summer program on television, writing and producing of a summer program theme song ("I've Got A Summer"), and a detailed listing of all youth program activities and facilities as an insert in city newspapers. When the committee first convened, the mayor attended the meeting, and the specific assignments were given to each media representative.

3. In Detroit, 31 high school students participated in a four-week training program in public relations at Wayne State University. The project was designed to train youth for summer jobs as communication aides at 17 neighborhood centers. Students received instruction in news release writing, interviewing, poster and handbill design, and lettering. To supplement classroom sessions, field trips were made to a newspaper, radio and television stations, an advertising firm, and a printing company. Professional public relations persons worked with each student in an advisory capacity during the training program and made periodic visits to the job sites during the summer. The project was funded by the Detroit Public Schools In-School Neighborhood Youth Project and United Community Services.

4. Thirty disadvantaged San Diego youth shot film, wrote scripts, planned shows, and appeared on camera in Teleculture, a TV training project funded by the Economic Opportunity Commission

and coordinated by Neighborhood House Association and the Mayor's Council on Youth Opportunity. The San Diego Unified School District participated by providing a classroom and a teacher to direct the project. ~~in 1969.~~

In addition to junior high and high school age youth, the project enrolled six College Work-Study students from San Diego College and the University of California at San Diego. Most of the secondary school students were recruited by Neighborhood House Association and the Neighborhood Youth Corps. Participants were divided into four groups, each working at a different TV station. They prepared (1) public service announcements, one urging employers to hire youth and another urging community support of financial assistance programs for college-bound youth; (2) discussion shows on the grape boycott, marijuana, and narcotics; (3) a musical variety show.

5. In Oklahoma City, a part-time youth jobs project was established by the Mayor's Action for Youth program with the full cooperation of the Oklahoma City Advertising Council. The Council, which represents all communications media, provided public service TV and radio spots, billboard advertising, and newspaper editorial support for the program. The project, "Call-A-Teen," was one in which jobs were solicited and youth were contracted to homeowners for window washing, lawn mowing, etc., with transportation furnished by Call-A-Teen.

6. The State of Washington's Department of Institutions has sponsored a program called "Tell It Like It Is." Selected prison inmates travel around to various youth groups informing them of the true nature of criminal life. At the correction center level, the program is called "Teen Alert."

7. Over 300 youth participated last summer in the Encampment for Citizenship program, an educational project designed to provide leadership opportunities to young people from a variety of racial and economic backgrounds. The 1970 sessions were held in Montana, Arizona, and New York. The Encampment method emphasizes learning by participation. Campers are offered a combination of lectures, films, discussions, "how-to" workshops, part-time volunteer service work, and recreation and cultural activities. Special workshops are held in Black and Mexican-American heritage, Indian American culture, environment, civil rights, and educational reform. Founded in 1964, the Encampment has trained over 4,000 youth. (The Encampment for Citizenship, 2 West 64th Street, New York, N. Y. 10023.)

8. "Summer Action '70" was a nation-wide public service youth awards program designed to achieve community betterment through creative action by young people. Sponsored by Manpower, Inc., a nation-wide temporary help and business service, the awards included $10,000 in cash prizes, with a first prize of $3,000 for the top community action program organized during the summer by young people aged 21 or under, a $2,000 second prize, a $1,000 third prize, and 40 $100 merit awards. Evaluation of entries was based on community need and benefit, demonstrated initiative of participants, originality of project and methods, and the project's potential for application elsewhere.

Manpower, Inc., (820 No. Plankinton Avenue, Milwaukee, Wisc. 53203) has chronicled the best programs to make the information available to interested groups across the country.

9. A youth group in Altoona, Pa., was organized in 1970 to bring the viewpoints of youth before the public through a monthly radio and television program series. Entitled "Colloquy," the series is sponsored by a local television station's youth community council, which is the youth counterpart of a long established adult community council.

Altoona's Mayor William H. Prosser also helped to develop youth involvement in city government. The Youth Commission on Municipal Government meets monthly with the Mayor to discuss local youth concerns and problems, such as drug abuse.

10. In Rochester, N. Y., 100 Teens on Patrol worked in various assignments with the Rochester Police Bureau and the Bureau of Recreation in a program designed to increase communication between youth and police.

11. A Student Board of Education designed to give youth a role in bringing student concerns to the attention of the Board of Education and school personnel has been developed within the Santa Barbara, Calif., School District.

REFERENCE MATERIALS

DROP-IN, A Youth Center Development Manual -- outstanding 62-page report on youth centers by Springfield College, in collaboration with the Sears, Roebuck Foundation, 1971. Excellent bibliography. Write to Springfield College, Springfield, Massachusetts 02709.

THE POOR, THE SCHOOL, AND THE PTA -- a tightly-packed 62-page guideline for PTA's in low-income communities. National Congress of Parents and Teachers, 700 Rush Street, Chicago, Illinois 60611 (with the assistance of OEO).

COMMUNICATIONS IN THE INNER CITY -- transcript of a National Association for Community Development (NACD) seminar, available from the NACD, 1424 16th Street, N. W., Washington, D. C. 20036.

Available from the Office of Economic Opportunity, Washington, D. C. 20506:

> THE PRINTED WORD -- a 37-page guidebook for Community Action Agencies, or working with newspapers, organizing a speakers' bureau, organizing publications, using a camera, etc.
>
> SOUND AND SIGHT -- a 39-page how-to handbook on tape and film use and in working with local radio/TV stations.
>
> BOARD-STAFF RELATIONSHIPS -- an animated color slide-tape presentation for a CAA Board and its staff.

CITY HALL AND THE PRESS, edited by Raymond Bancroft. A 58-page collection by the National League of Cities of articles analyzing press-city relations. National League of Cities, 1612 K Street, N. W., Washington, D. C. 20006. $1.25.

SO, YOU'VE BEEN ELECTED PUBLICITY CHAIRMEN -- OR, HOW TO MAKE FRIENDS WITH THE EDITOR -- a 21-page guide by the Occidental Life Insurance Company of California, 1151 South Broadway, Los Angeles, California 90015.

PUBLICITY HANDBOOK - A Guide for Publicity Chairmen -- general information on the technical side of the five W's. Available from the Consumer Relations Department, Sperry and Hutchinson Co., 3003 E. Kemper Road, Cincinnati, Ohio 45241.

AP STYLEBOOK, 48pp., $1 each, 35¢ each for 10 or more;
THE DANGERS OF LIBEL, 30 pp., 25¢; both from Associated Press, Traffic Division, 50 Rockefeller Plaza, N.Y., N.Y. 10020.

UNITED PRESS INTERNATIONAL NEWSWIRE STYLEBOOK, 52 pp., $1 each, 3 for $1.50, 25¢ each for 10 or more;
UNITED PRESS INTERNATIONAL BROADCAST STYLEBOOK, 48 pp., $1 each, 50¢ each for 10 or more; both from U.P.I., 220 East 42nd Street, N.Y., N.Y. 10017.

BROADCASTING 1971 YEARBOOK -- 400-page 'bible' of the radio/TV world. $13.50 from Broadcasting Magazine, 1735 DeSales St., NW, Washington, D.C. 20036.

NEWS MAN, a one-edition newspaper that tells how to produce a community action newspaper. Write to New Jersey Community Action Training Institute, 2465 South Broad Street, Trenton, New Jersey 08610.

IF YOU WANT AIR TIME -- an 18-page handbook for publicity chairmen by the National Association of Broadcasters, Public Relations Service, 1771 N Street, N. W., Washington, D. C. 20006.

SO YOU'RE GOING ON TV -- 10 page pamphlet describing things to remember when appearing on television. National Association of Broadcasters, Public Relations Service, 1771 N Street, N. W., Washington, D. C. 20006.

HOW TO BE AT YOUR BEST WHEN YOU'RE ON THE AIR -- a 15-page guide for life insurance people making radio and television appearances. Institute of Life Insurance, 488 Madison Avenue, New York, New York 10022.

GUIDE FOR AIR FORCE WRITING -- Air Force Manual No. 10-4, U. S. Government Printing Office, Washington, D. C. 20402. $1.75.

PLAIN LETTERS -- General Services Administration Records Management Handbook 7610-205-1091, U. S. Government Printing Office, Washington, D. C. 20402. $.30.

FORM LETTERS -- General Services Administration Records Management Handbook 7610-298-6905, U. S. Government Printing Office, Washington, D. C. 20402. $.25.

GUIDE LETTERS -- General Services Administration Records Management Handbook 7610-633-9607, U. S. Government Printing Office, Washington, D. C. 20402. $.20.

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by David M. Church. Guidance on approaching foundations and how to request grants **$1.50**

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National Public Relations Council of Health and Welfare Services, Inc.
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Chapter VIII

FOUNDATIONS

Foundations traditionally have been classified into five groups: general purpose, special purpose, company-sponsored or corporate, community, and family.

Information about more than 6,800 of the approximately 20,000 foundations in existence today can be obtained from The Foundation Directory, which is published every three years (see Reference Material Section of this Chapter). Listed in the Directory are foundations with assets of $200,000 or more, or which distribute annually $10,000 or more in grants. Information on the smaller foundations can be obtained from the Attorney General's Office of each state.

General-purpose foundations include nearly all the larger, well-known foundations supporting research projects in education, health and welfare. Usually they have large endowments and support programs of national significance.

Created by wills or trust instruments, special-purpose foundations follow rigid restrictions in awarding grants in their area of concentration.

Family foundations are usually set up by a living person or persons rather than by bequest. Beneficiaries generally include the local community fund, hospital, the donor's college, his church, national drives -- most often reflecting the immediate interests of the donor.

The remaining two categories, the community and corporate foundations, represent a greater potential for generating funds for local projects. Many are interested in community development projects, youth activities, and local-run programs.

Community-sponsored foundations are entities legally separate from their donor company. Some are associated with large national corporations, but most of their programs are confined to communities where the sponsoring company has plants or offices. Of the group of foundations sponsored by the 500 largest corporations in the country, approximately 140 list youth or community groups as one of their principal areas of support.

The community foundations usually function under supervision and control of a distribution committee selected for representative character and knowledge of community needs, such as a Chamber of Commerce, community leaders, etc., and their fiscal affairs are usually managed by banks who serve as corporate trustees. In many cases, they are instituted to provide a means of using funds left for purposes that no longer exist. The Cleveland Foundation, set up in 1914, serves as a model for the 100 which are in existence today.

In seeking funds, it is important to keep in mind that corporations are playing a widening role in supporting programs designed to improve standards of living of the disadvantaged. Business involvement is increasing in community planning and action groups, and in job-training and educational projects for the under-skilled. Direct contributions also can be solicited for special youth opportunity projects. Fundraising events can be staged for a specific project. Examples are luncheons or dinners featuring noted speakers, benefit concerts or other cultural activities, and youth-run dramatic presentations. With extensive publicity campaigns, these special fundraising events have proved successful in securing needed funds for youth opportunity programs.

APPLICATION PROCEDURES

...Consult the Foundation Directory and other sources of information to determine the "appropriateness" of your application in terms of preferred procedure, usual range of sizes of grants, etc.

...Request an appointment, once a formal request in writing has been submitted.

...Address the covering letter to the Executive Director or Executive Secretary of the foundation concerned. If individuals are not named, the letter should be sent to the Secretary of the Foundation, or its President, in that order.

...Include in the letter or request a one-or two-page outline of the project for which funds are sought. The main purpose of this letter is to enable the Foundation to see whether the project fits into their current range of interests.

...If someone has referred the group requesting funds to a particular foundation and is known to the person to whom the letter is directed, state this fact somewhere in the first paragraph.

...State the amount and duration of support the group is seeking in the letter or request. If funds are needed to match a challenge grant, this should be stated. Make it clear that it will be possible to operate if less than the full amount requested is granted -- if that is the case.

...Try for unrestricted funds but be prepared to sell a piece of the program. If a foundation has a particular interest that matches one segment of the program, request support for that phase only. If a commitment is not made for the full length of time sought, try to get an option for renewal.

...State whether your group is tax exempt or, if not, who will receive the funds.

...List enclosures:

-Copy of determination letter from Internal Revenue Service.

-Board of Directors list of your organization, with one-line descriptions of members. This may be omitted if names are printed on letterhead or appear as part of the proposal.

-One or two really good letters of endorsement.

-Newspaper clippings, if available.

-A complete documented proposal, if instructions from the foundation call for it at this point. Otherwise, reference to existence of your proposal should be made in the letter.

CONTENTS OF THE PROPOSAL

...Include a statement of need for the program, and documentation if available. Reference may be made to lack of existing programs, or differences may be pointed out without downgrading other programs.

...The proposed solution and method of approach to the problem should include:

-An explanation of what the program will do, for whom the program is designed, and how many will be served.

-A statement of the goals one hopes to reach.

-A statement of the actual method to be used.

-The range of applicability of the programs.

-Measurement and dissemination of results.

-Who will run the program. Job descriptions are necessary, but the individuals are more important. If people are slated for various positions, they should be named and their qualifications given.

...Sources of support. Any commitments should be listed with names and amounts, including former supporters. Indicate duration of grant and plans for becoming self-sustaining.

...Complete operating budget. Include an audited statement for preceding years of operation, if applicable. For new programs, budgets should be as explicit as possible.

FOLLOW-THROUGH

If no reply has been received after three or four weeks, a telephone call to determine whether the letter was received and when a reply can be expected is suggested.

The foundation should be answered promptly and fully in your response. They should not be made to wade through all the materials to find answers, even though they may be there.

There is rarely a chance to reverse a negative reply. It is permissible to determine whether a proposal can be resubmitted at a later date and whether the proposal would be more likely to be acceptable with modifications, but this is about as far as one should go. It does not hurt to keep the foundation informed of your progress; however, be careful not to go beyond legitimate inquiries, and don't "bug" a foundation.

REFERENCE MATERIALS

1. The Foundation Directory. This book lists 6,800 foundations by states. Each entry includes the name and address; date and form of organization; name of donor or donors; general purpose and activities, together with any special limitations; the assets, gifts received, expenditures and grants for the most recent available year; and names of officers and trustees. The Directory is available from: Basic Books, Inc., 404 Park Avenue South, New York, N.Y. 10016.

2. Foundation News. This bi-monthly publication includes news and articles about foundations. Each issue contains a report on foundation grants. Religion, Health, and Welfare grants are listed in January and July; Humanities, International Activities and Physical, Life, and Social Sciences in March and September; and Education in May and November. Grant lists are not complete. Grants of less than $10,000 and renewal grants are generally not listed. They depend upon reports from donor foundations, donees, public records

and news reports for grant news. There is also a time lag of several years between the time a grant is made and the time it is listed. Still, this is a good way to find out what kinds of projects are being funded and by whom. Subscriptions are $6 per year to: The Foundation Center, 444 Madison Avenue, New York, N.Y. 10022.

3. The Foundation Center. There are two reference libraries which specialize in material on foundations. Addresses:

The Foundation Center
444 Madison Avenue
New York, New York 10022

The Foundation Center
1001 Connecticut Ave., N.W.
Washington, D. C. 20036

There are also other regional depository libraries, with files on foundations for the following geographic regions:

	Form 990-A on file for foundations in:
Graduate Social Science Library Stephens Hall University of California Berkeley, California 94720	California, Idaho, Nevada, Oregon, Washington
Foundation Collection Reference Department University Research Library University of California Los Angeles, California 90024	California, Arizona
Foundation Library Collection Atlanta Public Library 126 Carnegie Way, N. W. Atlanta, Georgia 30303	Alabama, Florida, Georgia, North Carolina, Tennessee, South Carolina, Mississippi
The Newberry Library 60 West Walton Street Chicago, Illinois 60610	Illinois
The Danforth Foundation 222 South Central Avenue St. Louis, Missouri 63105	Kansas, Missouri
Cleveland Foundation Library 700 National City Bank Building Cleveland, Ohio 44114	Ohio

4. Form 990A. Internal Revenue forms are prepared by all philanthropic foundations. The public information portions of these forms include names of officers or directors, foundation assets and a list of grants for the year. These are on file for foundations in the Foundation Center and its branches according to the geographic delineations outlined above.

5. Annual Reports of Foundations. The best sources of information are the reports of individual foundations. The Foundation Directory indicates whether the foundation publishes a report. Even though it may not be specified, it is suggested that one write or call for an annual report before proceeding with an application. Some foundations will send you a brief policy statement rather than a complete report.

6. Annual Register of Grant Support (1969 Edition). This 400-page book outlines public and private grants by field of interest, geographic location and type of grantor. It includes precise information on grant procedures, restrictions and other specific requirements of foundations. It is available for $35 from Academic Media, Inc., 1736 Westwood Boulevard, Los Angeles, California 90024. Library of Congress Catalogue Card Number 69-18307.

7. Giving USA 1969. A 63-page compilation of facts related to American philanthropy -- history, sources of giving, areas of philanthropic opportunity. It is available through American Association of Fund-Raising Counsel, Inc., 500 Fifth Avenue, New York, New York 10036.

8. Grant Application Guide. This pamphlet covers, in 15 pages, the development of a proposal, locating project funding, the proposal review, applications to Federal agencies and basic grants information resources. The cost of the Guide is $.75 and may be obtained by writing the United Good Neighbor Fund-Planning Division, 800 Lowman Building, 107 Cherry Street, Seattle, Washington 98104.

9. How to Raise Funds From Foundations. Joseph Dermer discusses the theory and the reality of undertaking successful efforts in the foundation field. This 55-page booklet is available through Public Service Materials Center, 104 East 40th Street, New York, New York 10016. Cost: $4.25 per copy (3-10 copies); $3.00 per copy (11-25 copies).

10. Philanthropic Foundations in the United States, A Brief Description. This 35-page pamphlet discusses the role and history of foundations, mentions the types of philanthropic giving, outlines in brief form basic facts about foundations. Copies are available from the Foundation Center, 444 Madison Avenue, New York, New York 10022. Library of Congress Catalogue Card Number 78-97515.

11. Seeking Foundation Funds. David M. Church provides a checklist for seeking funds in this 38-page pamphlet. Available singly and in bulk from the National Council of Health and Welfare Agencies, 419 Park Avenue South, New York, New York 10016. Single copies are $1.50; in orders of 10 or more, copies are $1.25 each; in orders of 50 or more, copies are $1.00 each.

Chapter IX

CONFERENCE PLANNING

The basic principles and ideas of conference planning always apply whether the conference is an elaborately arranged, several-day event or a several-hour meeting called at the last minute. For the purpose of this chapter, "conference" is defined as a significant gathering of people meeting for more than one day to discuss one or more issues or techniques and become informed on them.

Coordination

Coordination of arrangements and advance preparation are the keys to successful conference planning. Decision-making must be centrally controlled.

The person or small committee selected to plan and coordinate the conference will want to seek opinions and advice from potential participants, from other knowledgeable persons, and perhaps from professional consultants. With these inputs, the coordinators are in the best position to make the final determinations on details.

Conference Format

The conference topic itself and the type of participants expected are factors in the choice of the conference format. In general, there are two basic types of conference formats: traditional and workshop. The needs for the majority of conferences can probably best be met by a creative combination of these two basic types.

The traditional method makes use of speakers, panels, and displays to inform participants on a subject. A conference of this type is the easiest to arrange and the most controllable. Considerable time and energy must be devoted to obtain the best resources available, for they control the success of the conference.

In a workshop conference participants are arbitrarily divided into small groups. Every working group cluster may consider the same topic. There can be variations in which participants are asked to select topics for grouping purposes. The workshop method operates best when participants have a great deal of knowlege and experience to share with one another. This is excellent for a group of equals such as all mayors, all youth coordinators, etc., but special emphasis must be given to the choosing and briefing of persons serving as the conference staff, and all of the burden for input must not be put on the conferees.

Conference Agenda

The conference coordinators should work from an agenda to plan the needs for rooms and equipment as well as the times when speakers and resource people will be present. A conference controlled in scope by a detailed agenda has more chance of total effectiveness than does one left free to wander in different directions.

From a rough, tentative schedule the final agenda will begin to take form as the conference date itself gets closer. At times, situations will necessitate schedule changes even at the last minute, but these should be kept to a minimum to avoid losing control of the conference.

The program should flow along smoothly. Participants will quickly adjust to sessions beginning on time -- they will appreciate adjourning on schedule even more. The agenda should be planned with variety. The group should break for mental and physical change every few hours. This might be moving from one type of session to another such as from a workshop into a film. It may even be possible to have session breaks during which coffee and snacks are served at appropriate hours. In this case careful planning is needed to keep from disrupting ongoing sessions, and to see that participants get back into the study sessions without wandering off.

The coordinators might consider including informal gatherings in the program. Opportunity for the group to meet in casual situations such as fireside chats, barbecuses, or cocktail parties -- especially at the beginning of the conference -- can substantially increase chances for positive interaction of the group.

Conference Facilities

Pleasant surroundings with good accommodations and good meals can add greatly to the success of a conference. The kinds of rooms available for conference meetings are of primary importance. Depending on the format, it may be necessary to have large rooms for some sessions and smaller rooms for others so that workshop groups can meet simultaneously in privacy. For workshop sessions, tables are desirable, and doors that close tightly against adjoining noises.

If meals are to be provided, check the quality and methods of service in advance. Make sure that the banquet speaker can be heard and seen by all.

Participants may be coming from varying distances by different modes of transportation. Consider the convenience of the available means of transportation to the site.

If the conference is being held in a large city, perhaps participants may be planning on combining the conference with other business or pleasure. This can be a positive factor in attracting participants and others. But it can also detract from the overall effectiveness to have participants running in and out of conference meetings trying to juggle appointments and sightseeing into their schedules. If the coordinator anticipates this type of interest, adequate amounts of time should be alloted for them within the agenda. In this case, participants should be told the free-time schedule in advance so that appointments will be made accordingly.

Resource People

The conference staff members will be called upon to act in many roles, ranging from host and introductory speaker, to chairman, discussion leader, and report editor. The tasks are all difficult and vital, so that appropriate staff people must be chosen.

The members of the staff should be briefed on conference purposes, arrangements, and agenda. They must be given definite assignments well in advance along with all of the other necessary help and details for doing their task effectively.

Resource people are invited for their expertise in a given subject. Such people are available through voluntary organizations or from business and government. They can make formal addresses, serve as members of a panel, mingle in the cluster groups, or be available at tables for conferees to approach for questions and informal discussion.

Resource people should be told in advance about the conference format and precisely what is expected of them. In this way they will know what materials to bring, whether they should include literature, displays, etc.

Invitations, Equipment, Materials

The letter of invitation announcing the conference must be explicit in giving as many details as are known. It must include the topics, dates, place, transportation, and costs. Be specific about costs and fees, stating exactly what the conference fees cover. Make sure to clearly state when and to whom fees are payable. A convenient registration send-back such as a printed, pre-addressed post card is the best way to obtain an accurate count of how many and who plan to attend. Often the hotel will supply the card, and sometimes make all the reservation arrangements.

All needs for special equipment must be anticipated and arranged for in advance. Equipment can be of the audio-visual type such as projectors, public address systems, or tape recorders. These should be checked and adjusted before the meeting begins so that a film may start at the touch of a switch, a speaker may step to the mike and begin, etc.

Other technical needs might include a typewriter or a mimeograph machine. A secretary may be needed to take notes. Pads and pencils, chart easels, ashtrays, chalk, or water for the speaker must be prepared. Materials to be distributed during a session should be organized and readily available. If the flag is to be saluted or a piano played, they should be where they are needed, when they are needed.

You will probably want to distribute reference materials to the participants to inform and stimulate discussion. Conference material may be mailed in advance, in which case extra copies should be available at the conference. If material is given out at the conference and is bulky, you may wish to supply participants with large envelopes to address and mail to their home addresses. Shopping bags or brief cases are always welcomed by conferees to get their surplus materials home.

Conference Follow-Up

If reports -- or any kind of written results -- emerge from the conference, these will naturally be mailed to participants after the conference, allowing time for them to be polished and reproduced.

A written resume should be kept of solicited and unsolicited criticisms, praise, and suggestions by particpants and staff. This can be a valuable reference for the planning of future meetings.

REFERENCE MATERIALS

ROBERT'S RULES OF ORDER. Robert, Henry Martyn, Revell-Flemming Co., Old Tappan, New Jersey, 1967, 95¢ paperback.

HOW TO RUN BETTER MEETINGS. Hegarty, Edward J., McGraw-Hill Book Co., Inc., New York, 1957, $8.95.

GROUP THINKING AND CONFERENCE LEADERSHIP. Utterback, Will E., Holt, Rinehart & Winston, Inc., New York, 1964, rev. ed., text ed. $7.50.

PRACTICAL GUIDE TO CONFERENCE LEADERSHIP. Morgan, John S., McGraw-Hill Book Co., Inc., New York, 1966, $7.95.

HOW TO RUN A CONFERENCE. Bieber, Marion, Fernhill House, Ltd., New York, 1968, $3.50.

PRACTICE OF CONFERENCE LEADERSHIP. Nathan, Ernest D., Addison-Wesley Publishing Co., Inc., Reading, Massachusetts, 1969, $4.95.

MANUAL FOR DISCUSSION MODERATORS. Gray, Walter Jr., American Institute of Discussion, Box 103, Oklahoma City, Oklahoma 73101, 1964, $2.00.

DISCUSSION, CONFERENCE AND GROUP PROCESS. Gulley, Halbert E., Holt, Rinehart & Winston, Inc., New York, 1968, 2nd ed., text ed., $7.95.

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Mr. Terrence Briggs
State Youth Coordinator
New Hampshire Office of Economic Opportunity
15 N. Main Street
Concord, N. H. 03301
Tel: 603/271-2611

NEW JERSEY
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State Youth Coordinator
Dept. of Community Affairs
P. O. Box 2788
Trenton, N. J. 08625
Tel: 603/292-5854

Jersey City
Mr. Donald Howard
Youth Program Coordinator
Jersey City Redevelopment Agency
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Newark, N. J. 07102
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Mr. Aaron Braverman
Youth Coordinator
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State Youth Coordinator
State Committee on Children and Youth
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Mr. Carlos Duran
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Albuquerque, N. Mex. 87101
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New York Executive Dept.
Division for Youth
71 W. 23rd Street, 14th Flr.
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New York City
Mr. Barry Gottehrer
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Syracuse & Onondaga County
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NORTH CAROLINA
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NORTH DAKOTA
Mr. Jan B. Olson
State Youth Coordinator
Governor's Council on
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OHIO
(No State Youth Coordinator)

Akron
Mr. Elmore Banton
Youth Coordinator
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Akron, Ohio 44308
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Buckeye Hills-Hocking Valley
Mr. David E. Brightbill
Youth Coordinator
P. O. Box 144
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Cincinnati & Hamilton County
Mr. Luther Church
Youth Coordinator
c/o Citizen's Committee
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Mr. Michael Stringer
Youth Coordinator
Council of Economic Oppor.
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Cleveland, Ohio 44113
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Columbus
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Youth Opportunity Program
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Toledo
Mr. Charles Buckenmyer
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Office of the Mayor
City Hall
Toledo, Ohio 43264
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OKLAHOMA
Miss Sallie O'Neill Hughes
Governor's Youth Coordinator
507 Sequoyah Bldg.
Oklahoma City, Okla. 73105
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Lawton & Comanche County
Miss Karen Baker
Mayor's Youth Coordinator
City Hall
4th & A Streets
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Muskogee & Muskogee County
Mr. Jack Hans
Recreation Superintendent
City Hall
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Oklahoma City & Oklahoma County
Mr. Roosevelt Turner
Mayor's Action for
Youth Opportunity
Center Bldg.
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Portland: Multnomah & Washington Counties
Mr. Fred C. Markey
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PENNSYLVANIA
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Youth Coordinator
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Mrs. Louise R. Brown
Asst. Executive Secretary
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Mr. Leroy Alexander
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SOUTH DAKOTA
Mr. Donald Livesay
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SEOO
100 Arlington Avenue
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104 City Hall Annex
Chattanooga, Tenn. 37403
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Memphis: Shelby County, Tenn.; Crittenden County, Ark.; De Sota County, Miss.
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Mr. Thomas C. Powlas
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TEXAS
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Dallas
Mr. Frank Clarke
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Dallas, Texas 75201
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El Paso
Mr. Kenneth Flynn
Youth Coordinator
City-County Bldg., Rm. 307
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Mr. Clarence Lamb
Youth Coordinator
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Houston, Texas 77002
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UTAH
Youth Coordinator
Office of Local Affairs
State Capitol
Salt Lake City, Utah 84114
Tel: 801/328-5248

Salt Lake City
Mr. Ron Burris
Mayor's Youth Coordinator
Room 312, City County Bldg.
Salt Lake City, Utah 84111
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VERMONT
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State Youth Coordinator
Governor's Committee on Children & Youth
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Division of State Planning and Community Affairs
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Governor's Commission on Youth Involvement
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Youth Coordinator
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Youth Coordinator
Youth Division
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WEST VIRGINIA
Miss Carson Phillips
SEOO
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WISCONSIN
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WYOMING
(No Youth Coordinators)

NOTES AND ADDRESS CHANGES

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  National Coordinating Council on Drug Abuse Information and Education, Inc.
  Office of Economic Opportunity
  Treasury Dept.

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  Office of Economic Opportunity
  Office of Management and Budget

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  Office of Economic Opportunity

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Interior Dept.
Office of Economic Opportunity
President's Council on Physical Fitness and Sports

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State Dept.

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Labor Dept.
Office of Economic Opportunity

FEDERAL YOUTH PROGRAM CONTACTS - as of March 1971

DEPARTMENT OF AGRICULTURE

School and Day Care Food Service Programs

Mr. Herbert D. Rorex, Director
Child Nutrition Division
Food and Nutrition Service
500 12th St., S. W., Rm. 560-A
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Mr. Keith R. Keeley, Acting Chief
Allocation, Payment and Audit
Review Branch
Child Nutrition Division
Food and Nutrition Service
500 12th St., S. W., Rm. 576
Wash., D. C. 20250 (202)962-2354

Manpower Training: Youth Conservation Corps

Mr. Robert M. Lake, Director
Manpower and Youth Conservation
Programs
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12th & Independence Ave., S. W.
Wash., D. C. 20250 (202)388-7783

Mr. James L. Kimball, Staff Specialist
Division of Manpower and Youth
Conservation Programs
Forest Service
12th & Independence Ave., S. W.
Wash., D. C. 20250 (202)388-7783

Youth Development Programs

Dr. E. Dean Vaughan, Asst. Adm.
4-H Youth Programs, Extension Service
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Wash., D. C. 20250 (202)388-5673

Mr. John W. Banning, Asst. Director
4-H/ Youth Develop., Extension Service
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Wash., D. C. 20250 (202)388-4176

General

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Science and Education
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Wash., D. C. 20250 (202)388-7107

Dr. Thomas K. Cowden
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and Conservation
Administration Bldg., Room 212-A
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DEPARTMENT OF DEFENSE

General

Vice Admiral W. P. Mack
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Manpower and Reserve Affairs
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Major Jim Hill
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Action Programs
Manpower and Reserve Affairs
The Pentagon, Room 3D-257
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The Honorable Roger T. Kelley
Assistant Secretary of Defense
Manpower and Reserve Affairs
The Pentagon, Room 3E-966
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DEPARTMENT OF COMMERCE

General

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Mr. Davis A. Portner
Assistant Administrator for Industrial
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Business and Defense Services Admn.
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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Drugs

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Information Specialist - Education
National Clearinghouse for Drug Abuse Info.
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National Clearinghouse for Drug Abuse Info.
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Youth Development Programs

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Secretary for Youth & Student Affairs
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Wash., D. C. 20201 (202)963-4491

Mr. Robert Foster, Deputy Commissioner
Youth Development & Delinquency Prevention
Administration
330 C Street, S. W., Room 2038-S
Wash., D. C. 20201 (202)963-4131

Information for Funding Resources

Mr. Stanley B. Thomas (See Youth
Development Programs)

Juvenile Delinquency Prevention

Mr. Robert Foster, (See Youth
Development Programs)

Vocational Education

Mr. LeRoy A. Cornelsen, Special Assistant to
the Associate Commissioner
Adult, Vocational and Technical Education
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Wash., D. C. 20202 (202)963-7996

Title I

Mrs. Genevieve Dane, Operations Branch Chief
Bureau of Elementary and Secondary Education
400 Maryland Ave., S. W., Room 2089-C
Wash., D. C. 20201 (202)962-4483

Education

Mr. Warren T. Troutman, Chief
College Work-Study Branch
Division of Student Financial Aid
7th & D Streets, S. W., Room 4012
Wash., D. C. 20202 (202)962-3871

General

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Right-to-Read Program
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Washington, D. C. 20201 (202)963-3456

Miss Barbara H. Kemp, Senior Program Officer
Secondary Programs for Disadvantaged and
Handicapped Programs and Service Unit
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Mr. Logan Sallada, Executive Secretary
Office of the Secretary
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DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

Recreation and Youth Involvement

Miss Maureen Thornton
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451 7th Street, S. W., Room 8134
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General

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Wash., D. C. 20410 (202)755-7238

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Under Secretary
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Pollution/Environment

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Recreation

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Division of Information
Bureau of Outdoor Recreation
18th & C Sts., N. W.
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DEPARTMENT OF JUSTICE

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Dr. John H. Langer, Chief
Preventive Programs Division
Bureau of Narcotics & Dangerous Drugs
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General

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Communications Section
Community Relations Service
550 11th St., N. W., Room 513
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U.S. DEPARTMENT OF LABOR

Youth Coordinator Program

Mr. William J. Harris, Director
Operational Planning and Resource Allocation Staff
1741 Rhode Island Ave., N. W.
Wash., D. C. 20210 (202) 961-3851

Manpower Training: Public Service Careers

Mr. Robert Moss, Acting Chief
Division of Public Service Careers
1741 Rhode Island Ave., N. W., Room 311
Wash., D. C. 20210 (202) 961-4546

Manpower Training: NYC, Operation Mainstream

Mrs. Nancy Snyder
Chief, Division of Work Experience
1741 Rhode Island Ave., N. W.
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Manpower Training: Manpower Development & Training Programs (MDTA)

Mr. Robert Brown, Assoc. Manpower Administrator
U.S. Training & Employment Service
14th & Constitution Ave., N. W., Room 2332
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Manpower Training: Job Corps

Mr. William Mirengoff
Director, Job Corps
1111 18th St., N. W., Room 800
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Manpower Training: JOBS

Mr. Sheldon Bloom, Acting Chief
Div. of Job Opportunity Programs
1741 Rhode Island Ave., N. W., Room 601
Wash., D. C. 20210 (202) 961-3687

Summer Transp. Proj. /Photo. Proj. /NASA Spacemobile/Gen'l Info. on Summer Jobs

Mr. Anthony Fantaci, Chief
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1741 Rhode Island Ave., N. W., Rm. 709
Wash., D. C. 20210 (202) 961-4391

Miss Jeanne Weaver, Youth Specialist
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POST OFFICE DEPARTMENT

Postal Academy Program

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DEPARTMENT OF TRANSPORTATION

General

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Mgr. for Youth Opp. Programs
400 7th St., S. W., Room 10219
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CABINET COMMITTEE ON OPPORTUNITIES FOR THE SPANISH-SPEAKING

General

Mr. John Bareno, Asst. Executive Director
1800 G Street, N. W., Suite 712
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CIVIL SERVICE COMMISSION

Federal Employment

Mr. J. Philip Bohart, Chief
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Wash., D. C. 20415 (202)632-6208

Federal Student Employment

Mr. James R. Poole, Director
Youth Employment Programs
1900 E St., N. W., Rm. 6516
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Federal Summer and In-School Hires

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OFFICE OF ECONOMIC OPPORTUNITY

Drugs

Dr. Jack Carr, Director of Addiction,
Alcoholism & Mental Health Services Div.
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Information for Funding Resources and Youth Development Programs

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General

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Mr. Albert E. Abrahams, Assistant Director
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Wash., D. C. 20506 (202)254-6018

Mr. James Tanck, Chief
Student Volunteer Branch, VISTA
1200 19th St., N. W., Room 314
Wash., D. C. 20506 (202)254-5280

OFFICE OF MANAGEMENT AND BUDGET

Index/Guide to Youth Programs

Mr. Tom Snyder
New Executive Office Building, Room G236
17th & Pennsylvania Ave., N. W.
Washington, D. C. 20503 (202)395-3612

ENVIRONMENTAL PROTECTION AGENCY

Pollution/Environment and Youth

Mr. Norris W. Sydnor, Jr., Director
Office of Environmental Activities
Water Quality Office
Wash., D. C. 20242 (202)557-1477

PRESIDENT'S COUNCIL ON PHYSICAL FITNESS AND SPORTS

National Summer Youth Sports Program

Mr. V. L. Nicholson
7th & D Streets, S. W., Room 2600
Wash., D. C. 20202 (202)962-8675

NATIONAL COORDINATING COUNCIL ON DRUG ABUSE INFORMATION & EDUCATION, INC.

Drugs

Miss Molly Davis
1211 Connecticut Ave., N. W., Suite 712
Wash., D. C. 20506 (202)382-4288

NAB YOUTH DIRECTORS

The National Alliance of Businessmen's youth employment program is directed in metropolitan areas by the N.A.B. Youth Directors. These individuals work in close cooperation with Mayor's Youth Coordinators, State Employment Service personnel, and other interested parties in developing jobs for youth in the private sector. The newly appointed Youth Directors (1971) are listed below:

AUSTIN

James L. Grey
Professional Personnel
Consultants
1209 Rio Grande
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512/477-3796

BALTIMORE

Leonard Brown
NAB
1100 N. Eutaw St.
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BIRMINGHAM

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BOSTON

Robert A. Sands
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Boston, Mass. 02109
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BROCKTON

Sgt. Frank DeChristopher
NAB
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Brockton, Mass. 02401

Buffalo

Ronald H. Fleming
NAB
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CANTON

Paul Martin
City Hall
Canton, Ohio 44702
216/455-8951

CHARLOTTE

Fred C. Krueger, Jr.
Asst. Vice President
Charlotte Branch
Federal Reserve Bank
Richmond, Va.
704/375-6055

CHICAGO

Glanver Brooks
NAB Office
Chicago, Ill.
312/782-9775

CINCINNATI

Ted Wilburn, Jr.
Employer Supervisor
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CLEVELAND

Hugh Johnson
Metropolitan Cleveland
JOBS Council
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Cleveland, Ohio 44104
216/361-1300

COLUMBUS

Leonard W. Hindsman, Jr.
NAB
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Columbus, Ga. 31901
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CORPUS CHRISTI

Lowell Gaut
City Administration
City Hall
Corpus Christi, Texas 78401
512/883-3691

DAYTON

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Dayton, Ohio 45406
513/[illegible]6-2786

ERIE

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814/866-3713

FRESNO

Miss Barbara Grider
2326 Fresno St.
City Hall
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209/266-2032

HONOLULU

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HOUSTON

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Commerce
NAB, 914 Main St.
Houston, Texas 77061
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JACKSONVILLE

Barry Hinnant, Jr.
Office of the Mayor
Jacksonville, Florida

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816/374-2536

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213/595-4571

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CUNA Mutual Insurance
Society
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Madison, Wisc. 53705
608/238-5851

MERRIMAC VALLEY

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Lowell, Mass.

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Minneapolis, Minn. 55402
612/333-2317

NEW HAVEN

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New Haven, Conn. 06515
203/387-3162

NEW YORK

Kenneth A. McNutt
NAB
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New York, N.Y. 1003
212/924-2400

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4th Floor
2223 Dodge St.
Omaha, Neb. 68101
402/348-4021

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Manager Engineering Admn.
Goodyear Aerospace Corp.
P.O. Box 85
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602/935-9331, X. 314

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Pittsburgh, Pa. 15222
412/565-2762

PORTLAND

David Judd
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Portland, Ore. 97205
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READING

Darryl Werner
TMW Division, North
American Rockwell
Reading, Pa.

ROCHESTER

Morgan A. Gage
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Program Committee
Gleason Works
1000 University Ave.
Rochester, N.Y.
716/473-1000

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NAB, Box 14493
Main Post Office
St. Louis, Mo.
314/421-2234

ST. PAUL

Gary Denault
NAB, Suite 300
Osborn Building
St. Paul, Minn. 55102

ST. PETERSBURG

Shields E. Moore
Project Coordinator
Community Services Fdn.
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155 Bluff View Drive
Largo, Fla.
813/584-6007

SALT LAKE CITY

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Salt Lake City, Utah 84111
801/328-4825

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714/884-1291

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San Francisco, Cal. 94105
415/556-6170

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Mal Cobb, ES Coordinator
NAB
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Santa Barbara, Cal. 93104

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Jerry Vaughan
Tacoma Community College
5900 S. 12th
Tacoma, Wash.
206/LO 4-7200

TULSA

Joseph B. O'Toole
NAB
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Tulsa, Okla. 74103
918/584-7614

WESTCHESTER/ROCKLAND

Dorothy Brincefield
NAB
901 North Broadway
White Plains, N.Y. 10603
914/948-8382

WICHITA

Clarence E. Wesley
NAB
121 North Broadway
Wichita, Kansas

WILMINGTON

William S. Young, III
Assistant Treasurer
Wilmington Trust Co.
10th & Market Streets
Wilmington, Del. 19801
302/655-4011, X-687

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
REGIONAL YOUTH COORDINATORS

HUD has appointed Regional Youth Coordinators to encourage the hiring of disadvantaged youth by regional offices and grantees. HUD's new consolidation of grants under the Community Development Assistance allows great flexibility for youth programs. Contacts are:

Region I: Harold J. Morrison, Department of Housing and Urban Development, John F. Kennedy Federal Building, Boston, Massachusetts 02203. Tel: 617/223-4361.

States Served: Connecticut, Rhode Island, Maine, Massachusetts, Vermont, New Hampshire.

Region II: Mrs. Shirley McClintock, Special Assistant to Regional Administrator, Department of Housing and Urban Development, 26 Federal Plaza, New York, New York 10007. Tel: 212/264-8033.

States Served: Virgin Islands, New Jersey, New York, Puerto Rico.

Region III: Miss Marie Cook, Economist, Department of Housing and Urban Development, Curtis Building, 6th and Walnut Streets, Philadelphia, Pennsylvania 19106. Tel: 215/597-2696.

States Served: Delaware, Pennsylvania, Maryland, Virginia, District of Columbia.

Region IV: Roy Jones, Department of Housing and Urban Development, Peachtree-Seventh Building, Atlanta, Georgia 30323. Tel: 404/526-3541.

States Served: Alabama, Florida, Georgia, Kentucky, Mississippi, Tennessee, South Carolina, North Carolina.

Region V: Elston Wagner, Housing Management and Community Services, Department of Housing and Urban Development, 360 North Michigan Avenue, Chicago, Illinois 60601. Tel: 312/353-4687.

States Served: Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin.

Region VI: Mrs. Juanite Gregory, Special Assistant to Regional Administrator, Department of Housing and Urban Development, Federal Office Building, 819 Taylor Street, Fort Worth, Texas 76102. Tel: 817/334-2867.

States Served: Arkansas, Louisiana, New Mexico, Oklahoma, Texas.

Region VII: Mrs. Billie Hagan, Department of Housing and Urban Development, 300 Federal Office Building, 911 Walnut Street, Kansas City, Missouri 64106. Tel: 816/374-5661.

States Served: Missouri, Iowa, Nebraska, Kansas.

Region VIII: Robert Barela, Assistant Regional Administrator for Equal Opportunity, Department of Housing and Urban Development, Samsonite Building, 1050 South Broadway, Denver, Colorado 80209. Tel: 303/837-4726.

States Served: Colorado, Montana, Utah, North Dakota, South Dakota, Wyoming.

Region IX: William E. Riker, Labor Relations, Department of Housing and Urban Development, 450 Golden Gate Avenue, P. O. Box 36003, San Francisco, California 94102. Tel: 415/556-6739.

States Served: Arizona, Nevada, California, Hawaii, Trust Territories.

Region X: Spencer E. Nevan, Special Assistant to the Regional Administrator, Department of Housing and Urban Development, Arcade Plaza Building (426), 1321 Second Avenue, Seattle, Washington 98101. Tel: 206/583-0220.

States Served: Alaska, Idaho, Oregon, Washington.

4-H YOUTH DEVELOPMENT LEADERS

For information on coordination of available camping space at 4-H camps and for technical assistance in camping programs and other youth-related programs of the Land Grant University, youth coordinators should contact State 4-H Youth Development Leaders as listed below:

ALABAMA
Cecil Mayfield
State 4-H Club Leader
Auburn University
Auburn, Alabama 36830

ALASKA
Harlem D. Sandberg
State 4-H and Youth Leader
University of Alaska
College, Alaska 99735

ARIZONA
Dr. Howard E. Jones
State Leader
4-H Club Work
University of Arizona
College of Agriculture
Tucson, Arizona 87521

ARKANSAS
Lloyd Westbrook
State 4-H Club Agent
P. O. Box 391
Little Rock, Arkansas 72203

CALIFORNIA
Dr. R. O. Monosmith
State 4-H Club Leader
Agric. Extension Service
University of California
2200 University Avenue
Berkeley, California 94720

COLORADO
Cecil G. Staver
4-H Club and Youth
Program Coordinator
Colorado State University
Extension Service
Fort Collins, Col. 80521

CONNECTICUT
Ronald F. Aronson
Assistant Director, 4-H & Youth
College of Agriculture
University of Connecticut
Storrs, Connecticut 06268

DELAWARE
James O. Baker
State 4-H Club Leader
University of Delaware
Newark, Delaware 19711

DISTRICT OF COLUMBIA
John Thompson
Acting Program Leader
4-H Youth Development
Federal City College
815 Mt. Vernon Place, N. W.
Washington, D. C. 20001

FLORIDA
W. W. Brown
State 4-H Club Leader
Institute of Food and
Agriculture Sciences
2039 McCarty Hall
University of Florida
Gainesville, Fla. 32601

GEORGIA
Dr. Tommy L. Walton, Jr.
State 4-H Leader
College of Agriculture
University of Georgia
Athens, Georgia 30601

HAWAII
James Y. Shigeta
State 4-H Club Leader
2525 Varney Circle
University of Hawaii
Honolulu, Hawaii 96822

IDAHO
Maurice E. Johnson
Acting State 4-H Club Leader
College of Agriculture
University of Idaho
Moscow, Idaho 83843

ILLINOIS
Richard O. Lyon
State Leader, 4-H Club and
YMW Program
College of Agriculture
University of Illinois
47 Mumford Hall
Urbana, Illinois 61801

INDIANA
Edward L. Frickey
State Leader, Youth
Purdue University
Lafayette, Indiana 47907

IOWA
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State Leader, 4-H & Extension
Youth Program
32 Curtiss Hall
Iowa State University
Ames, Iowa 50010

KANSAS
Dr. Glenn M. Busset
State 4-H Leader
Kansas State University
Manhattan, Kansas 66502

KENTUCKY
Dr. H. H. Van Horn
Assistant Director of
Extension for 4-H
Agric. Science Bldg.
University of Kentucky
Lexington, Kentucky 40506

LOUISIANA
C. S. Shirley
State Club Agent
Louisiana State University
Knapp Hall, Univ. Station
Baton Rouge, La. 70803

MAINE
O. Lewis Wyman
State Program Coordinator
Cooperative Exten. Service
University of Maine
Orono, Maine 04473

MARYLAND
Richard R. Angus
State Leader, 4-H & Youth
University of Maryland
College Park, Md. 20742

MASSACHUSETTS
Dr. Merle L. Howes
Assistant Director of 4-H
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219 Stockbridge Hall
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Amherst, Mass. 01002

MICHIGAN
Dr. Gordon L. Beckstrand
Director, 4-H Youth Prog.
Cooperative Exten. Service
173 S. Anthony
Michigan State University
East Lansing, Mich. 48823

MINNESOTA
Leonard L. Harkness
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Agricultural Extension Serv.
Institute of Agriculture
University of Minnesota
St. Paul, Minnesota 55101

MISSISSIPPI
Charles W. Sappington
State 4-H Club Leader
P. O. Box 5406
Mississippi State University
State College, Miss. 39762

MISSOURI
Frank Graham
Director, Extension Youth
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205 Whitten Hall
Columbia, Missouri 65201

MONTANA
Mrs. Vivienne B. Kintz
Program Coordinator
State 4-H Club Office
Montana State University
Bozeman, Montana 59715

NEBRASKA
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State Leader
4-H Clubs & YMW
Extension Service
Agricultural College
Lincoln, Nebraska 68503

NEVADA
Raymond C. Cox
State 4-H Club Leader and
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University of Nevada
Reno, Nevada 89507

NEW HAMPSHIRE
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University of New Hampshire
Durham, New Hampshire 03824

NEW JERSEY
Rollyn P. Winters
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College of Agriculture and
Environmental Science
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P. O. Box 3AE
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Dr. George J. Broadwell
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114 East Roberts Hall
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Asst. Director, 4-H Club Work
North Carolina State Univ.
Raleigh, N. C. 27607

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5 Borland Laboratory
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RHODE ISLAND
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State 4-H Club Leader
University of Rhode Island
Kingston, R. I. 02881

SOUTH CAROLINA
George H. Baker
State Leader, 4-H & Youth
Development Programs
Clemson University
Clemson, S. C. 29631

SOUTH DAKOTA
John F. Younger
State 4-H & YMW Leader
South Dakota State University
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4-H Department
Brookings, S. D. 57006

TENNESSEE
Dr. George S. Foster
4-H Club Specialist & Leader
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TEXAS
Dr. Donald L. Stormer
State 4-H Club Leader
Texas Agric. Extension Serv.
College Station, Texas 77843

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Glenn T. Baird
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Utah State University
Logan, Utah 84321

VERMONT
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Supervisor & Program Leader
College of Agriculture
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Burlington, Vermont 05401

VIRGINIA
Jack M. Tyree
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Blacksburg, Virginia 24061

WASHINGTON
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State Leader, Human
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312 Troy Hall
Wash. State Univ.
Pullman, Wn. 99163

Thomas R. Quann
District Program
Leader, Youth
West Washington Research
and Extension Center
Puyallup, Wn. 98371

WEST VIRGINIA
Mildred Fizer
State Chairman, 4-H - Youth
& Women's Ext. Educ. Prog.
Agric. Sciences Building
Evansdale Campus
West Virginia University
Morgantown, W. Va. 26506

WISCONSIN
Dr. Frank N. Campbell
State 4-H Leader and
Department Chairman
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WYOMING
James M. Nicholls
State 4-H Club Leader
University of Wyoming
University Station
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Laramie, Wyoming 82070

VIRGIN ISLANDS
Mrs. Anne J. Postell
H.E. & 4-H Leader
College of the Virgin Islands
Kingshill, St. Croix,
Virgin Islands 00850

STATE CHAMBER OF COMMERCE EXECUTIVES

State and local Chambers of Commerce have supported youth programs with publicity, jobs and program ideas; they have been particularly helpful in job development campaigns. The Executive Officers of the State Chambers of Commerce are listed below:

ALABAMA
James J. Britton
Executive Vice President
Alabama State Chamber
of Commerce
P. O. Box 76
Montgomery, Ala. 36101

ALASKA
Don Dickey
General Manager
Alaska State Chamber
208 National Bank of
Alaska Building
Juneau, Alaska 99801

ARKANSAS
Bob Lamb
Executive Vice President
Arkansas State Chamber
of Commerce
911 Wallace Building
Little Rock, Ark. 72201

CALIFORNIA
John T. Hay
Executive Vice President
California State
Chamber of Commerce
455 Capitol Mall
Sacramento, Calif. 95814

COLORADO
Raymond A. Kimball
Executive Vice President
Colorado Association of
Commerce & Industry
1390 Logan Street
Denver, Col. 80203

CONNECTICUT
Arthur L. Woods
President
Connecticut Business &
Industry Association
60 Washington Street
Hartford, Conn. 06106

DELAWARE
Rose E. Anderson, Jr.
Executive Vice President
Delaware State Chamber
of Commerce, Inc.
1102 West Street
Wilmington, Del. 19801

FLORIDA
Ronald S. Spencer, Jr.
Executive Vice President
Florida State Chamber
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8057 Expressway
P. O. Box 8046
Jacksonville, Fla. 32211

GEORGIA
Walter T. Cates
Executive Vice President
Georgia Chamber of Commerce
1200 Commerce Building
Atlanta, Georgia 30303

HAWAII
C. J. Cavanagh, President
Chamber of Commerce of
Hawaii
Dillingham Transportation
Building
Honolulu, Hawaii 96813

IDAHO
Hugh A. Wilson
Executive Vice President
Idaho State Chamber of
Commerce
P. O. Box 2725
Boise, Idaho 83701

ILLINOIS
Lester W. Brann, Jr.
President
Illinois State Chamber
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20 N. Wacker Drive
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INDIANA
John V. Barnett
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Indiana State Chamber of
Commerce
201-212 Board of Trade
Building
Indianapolis, Ind. 46204

KANSAS
Carl C. Nordstrom
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Kansas State Chamber
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708 Jackson Street
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KENTUCKY
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300 West York Street
Louisville, Ky. 40203

LOUISIANA
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Baton Rouge, La. 70821

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Maine State Chamber
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477 Congress Street
Portland, Maine 04111

MARYLAND
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Maryland State Chamber
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22 Light Street
Baltimore, Md. 21202

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501 South Capitol Ave.
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MINNESOTA
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Missouri Chamber of
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P. O. Box 30
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NEW JERSEY
Albert H. Acken
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New Jersey State
Chamber of Commerce
54 Park Place
Newark, N. J. 07102

NEW MEXICO
Thomas E. Speer
Executive Director
Association of Commerce
& Industry of N. M.
117 Quincy, N. E.
Albuquerque, N. M. 87108

NEW YORK
John J. Roberts
Executive Vice President
Empire State Chamber
of Commerce, Inc.
150 State Street
Albany, N. Y. 12207

NORTH DAKOTA
R. C. Crockett
Executive Vice President
North Dakota State
Chamber of Commerce
P. O. Box 2467
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Fargo, N. D. 58102

OHIO
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820 Huntington Bank Bldg.
Columbus, Ohio 43215

OKLAHOMA
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American General Bldg.
Northwest Sixth
and Robinson
Oklahoma City, Okla. 73102

PENNSYLVANIA
Robert Hibbard
Executive Director
Pennsylvania Chamber of
Commerce
222 N. Third Street
Harrisburg, Pa. 17101

SOUTH CAROLINA
John G. Riddick
Executive Vice President
South Carolina State
Chamber of Commerce
P. O. Box 11070
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SOUTH DAKOTA
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Greater North Dakota Assn.
P. O. Box 190
Pierre, S.D. 57501

TENNESSEE
Donald W. Jackson
Executive Secretary
State Chamber Division of
the Tennessee Taxpayers
Association
214 Stahlman Building
Nashville, Tenn. 37201

TEXAS
Alf Jernigan
Executive Vice President
& General Manager
East Texas Chamber of
Commerce
P. O. Box 1592
410 North Center St.
Longview, Texas 75601

Archie J. Taylor
Executive Vice President
Lower Rio Grande Valley
Chamber of Commerce
P. O. Box 975
Weslaco, Texas 78596

Pledger B. Cate, Jr.
Executive Vice President
South Texas Chamber of
Commerce
1011 N.W. John B.
Connally Loop
San Antonio, Texas 78213

Jack G. Springer
Executive Vice President
West Texas Chamber of
Commerce
P. O. Box 1561
760 Cedar Street
Abilene, Texas 79604

VERMONT
Christopher Barbieri
Executive Vice President
Greater Vermont Assn.
P. O. Box 37
7 Langdon Street
Montpelier, Vermont 05602

VIRGINIA
Richard S. Gillis, Jr.
Executive Director
Virginia State Chamber
of Commerce
611 East Franklin Street
Richmond, Virginia 23219

WEST VIRGINIA
John D. Hurd
Managing Director
West Virginia Chamber
of Commerce
P. O. Box 2789
420 Kanawha Valley Bank Bldg.
Charleston, W. Va. 25330

WISCONSIN
Kenneth W. Haagensen
Executive Vice President
Wisconsin State Chamber
of Commerce
P. O. Box 1143
411 West Main Street
Madison, Wisconsin 53701

In states where there is no officially-designated state-wide organization, the following sources can be helpful:

PHOENIX CHAMBER OF COMMERCE
Austin E. Randall
Executive Vice President
805 N. Second Street
Phoenix, Arizona 85004

GREATER DES MOINES CHAMBER OF COMMERCE
John H. Wesenberg
General Secretary
800 High Street
Des Moines, Iowa 50307

GREATER BOSTON CHAMBER OF COMMERCE
James G. Kelso
Executive Vice President
125 High Street
Boston, Massachusetts 02110

GREENSBORO CHAMBER OF COMMERCE
William B. Little
Executive Vice President
P. O. Box 3246
Greensboro, North Carolina 27402

PORTLAND CHAMBER OF COMMERCE
Oliver C. Larson
Executive Vice President
824 S.W. Fifth Avenue
Portland, Oregon 97204

GREATER PROVIDENCE CHAMBER OF COMMERCE
E. A. Palmer, CCE
Executive Vice President
P. O. Box 1
Providence, Rhode Island 02903

SALT LAKE AREA CHAMBER OF COMMERCE
Maxwell E. Rich
Executive Vice President
146 S. Main Street
Salt Lake City, Utah 84101

SEATTLE CHAMBER OF COMMERCE
George Duff
Executive Vice President
215 Columbia Street
Seattle, Washington 98104

CHEYENNE CHAMBER OF COMMERCE
Robert Seigel
Executive Vice President
P. O. Box 1147
Cheyenne, Wyoming 82001

PUBLIC INTEREST GROUPS

The following national organizations facilitate cooperation and exchange information among state and local officials:

Brevard Crithfield
Executive Director
The Council of State Governments
Iron Works Pike
Lexington, Kentucky
Tel: 606/252-2291

Charles A. Byrly
Executive Director
The National Governors Conference
1735 DeSales Street, N. W.
Washington, D. C. 20006
Tel: 202/393-2662

Pat Healey
Executive Vice President
National League of Cities
1612 K Street, N. W.
Washington, D. C. 20006
Tel: 202/293-7300

Charles Gunther
Executive Director
U. S. Conference of Mayors
1612 K Street, N. W.
Washington, D. C. 20006
Tel: 202/293-7300

Earl S. Mackey
Assistant Director
National Legislative Conference
1735 DeSales Street, N. W.
Washington, D. C. 20006
Tel: 202/737-9717

Bernard Hildabrand
Executive Director
National Association of Counties
1001 Connecticut Avenue, N. W.
Washington, D. C. 20036
Tel: 202/628-4701

Mark E. Keen
Executive Director
International City Management Assn.
1140 Connecticut Avenue, N. W.
Washington, D. C. 20036
Tel: 202/293-2200

Richard C. Hartman, Director
National Service to Regional Councils
1700 K Street, N. W.
Washington, D. C. 20036
Tel: 202/296-8069

Charles O. Davis, Jr.
Executive Secretary
National Conference of State
Legislative Leaders
411 East Mason
Milwaukee, Wisconsin 53202
Tel: 414/273-2513

John Garvey
Executive Secretary
State, City, County Service Center
1212 K Street, N. W.
Washington, D. C. 20006
Tel: 202/737-2700

Buehl Berentson
Executive Director
Republican Governors Association
301 First Street, S. E.
Washington, D. C. 20003
Tel: 202/484-6620

CHAIRMEN OF THE STATE COMMITTEES FOR THE WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

Stemming from previous White House Conferences, the states have established continuing committees, councils, or commissions to implement recommendations and resolutions from the decennial conferences; to study and evaluate existing facilities, services, and opportunities for children and youth; and to promote and encourage programs and legislation to enhance the health, welfare, and opportunities beneficial to children and youth in the states.

ALABAMA State Advisory Committee on Children and Youth
Miss Louise Pittman
State Department of Pensions and Security
64 North Union Street
Montgomery, Alabama 36104

ALASKA Committee for 1970 White House Conference on Children and Youth
Mr. Robert Burns
White House Conference on Children and Youth
Pouch H
Juneau, Alaska 99801

AMERICAN SAMOA Committee on Children and Youth
High Chief A. U. Fuimaono
Director of Agriculture
Government of American Samoa
Pago Pago, American Samoa 96920

ARIZONA Steering Committee for the 1970 WHCCY
Mr. Paul P. Kennedy
c/o W. P. Shafstall
Superintendent of Public Instruction
State Capitol
Phoenix, Arizona 85007

ARKANSAS Council on Children and Youth
Mrs. Mary F. McLeod
406 National Old Line Building
Little Rock, Arkansas 72201

CALIFORNIA Governor's Advisory Committee on Children and Youth
Mrs. Charles P. Gould
1200 Old Mill Road
San Marino, California 91108

COLORADO Committee on Children and Youth
Mrs. Joseph Haefeli
2008 18th Avenue
Greely, Colorado 80631

CONNECTICUT State Commission on Youth Services
Mr. Wayne R. Mucci, Commissioner
Dept. of Children and Youth Services
75 Elm Street
Hartford, Connecticut 06103

DELAWARE 1970 White House Conference on Children and Youth
Mr. James P. Nestor
2407 Larchwood Road
Graylan Crest North
Wilmington, Delaware 19803

DISTRICT OF COLUMBIA Committee on the WHCCY
Dr. James L. Jones
Office of Youth Opportunity Services
1345 Pennsylvania Avenue, N. W.
Washington, D. C. 20004

FLORIDA Committee for the White House Conference
Dr. R. C. Pekarek
702 South Duvall Street
Tallahassee, Florida 32304

GEORGIA Committee on Children and Youth
Miss Josephine Martin
211 State Department of Education
State Department of Education Annex
Atlanta, Georgia 30334

GUAM Governor's Committee on Children and Youth
Honorable Joaquin C. Perez
c/o Island Court of Guam
Agana, Guam 96910

HAWAII State Commission on Children and Youth
Mrs. Sarah Woods
State Commission on Children and Youth
P. O. Box 150
Honolulu, Hawaii 96810

IDAHO 1970 White House Conference Committee on Children and Youth
Mr. Vern Emery
1050 State Street
Boise, Idaho 83702

ILLINOIS Committee for the 1970 WHCCY
Mr. Walter Brissenden
1010 Myers Building
101 South Fifth Street
Springfield, Illinois 62701

INDIANA Youth Council
Mr. Estel Callahan
Indiana Farm Bureau
120 East Washington Street
Indianapolis, Indiana 46204

IOWA Commission for Children and Youth
Mr. C. J. Gauger
State Leader
4-H and Extension Youth Programs
Curtiss Hall
Iowa State University
Ames, Iowa 50010

KANSAS Steering Committee for 1970 WHCCY
Dr. Edward Greenwood
Menninger Foundation
P. O. Box 829
Topeka, Kansas 66601

KENTUCKY Commission on Children and Youth
Mrs. W. Ed Hamilton
Administrative Assistant to the Governor
Office of the Governor
Capitol Building
Frankfort, Kentucky 40601

LOUISIANA State Advisory Committe for 1970 WHCCY
Mrs. H. H. Winters, III
P. O. Box 645
Columbia, Louisiana 71418

MAINE Governor's Committee on Children and Youth
Mr. Albert G. Dietrich
The Counseling Center
44 Illinois Avenue
Bangor, Maine 04401

MARYLAND Committee for Children and Youth for the 1970 WHCCY
Mr. M. Shakman Katz
2609 Talbot Road
Baltimore, Maryland 21216

MASSACHUSETTS Committee on Children and Youth
William D. Schmidt, M. D.
9 Newbury Street
Boston, Massachusetts 02116

MICHIGAN Committee for the 1970 WHCCY
Mr. Leonard Harkness
360 Coffey Hall
St. Paul Campus
University of Minnesota
St. Paul, Minnesota 55101

MISSISSIPPI Governor's Committee on Children and Youth
Dr. William E. Lotterhos
Fondren Station, P. O. Box 4321
2906 North State Street
Jackson, Mississippi 39216

MISSOURI Committee for the 1970 WHCCY
Mrs. Robert L. Hausfater
2221 South Warson Road
St. Louis, Missouri 63124

MONTANA Council on Human Resources
Mr. Jack Carver
Director of Vocational Rehabilitation
Power Block, Room 507
Helena, Montana 59601

NEBRASKA Committee for Children and Youth
Mrs. Clifford Jorgenson
Box 4803
State Capitol Building
Lincoln, Nebraska 68509

NEVADA Governor's Committee for the 1970 WHCCY
Mrs. Walter Wedow
629 J Street
Sparks, Nevada 89431

NEW HAMPSHIRE Committee for the 1970 WHCCY
Mr. Fred Nader
Commission on Crime and Delinquency
3 Capitol Street
Concord, New Hampshire 03301

NEW JERSEY Committee for the WHCCY
Dr. Ercell Watson
333 West State Street
Trenton, New Jersey 08618

NEW MEXICO Committee on Children and Youth
Mrs. Louis A. Hopkins
P. O. Box 6223
Albuquerque, New Mexico 87107

NEW YORK State Committee for the 1970 WHCCY
Mr. Otto Kinzel
270 Park Avenue
New York, New York 10017

NORTH CAROLINA Committee for Children and Youth
Dr. Raymond A. Stone, President
Sandhills Community College
Box 1379
Southern Pines, North Carolina 28387

NORTH DAKOTA Governor's Committee on Children and Youth
Honorable Eugene A. Burdick
P. O. Box 757
Willston, North Dakota 58801

OHIO Committee for 1970 WHCCY
Mr. Frederick A. Breyer
Hamilton County Welfare Department
628 Sycamore Street
Cincinnati, Ohio 45202

OKLAHOMA Governor's Committee on Children and Youth
Mr. A. A. Dreisker
1401 South Osage
Bartlesville, Oklahoma 74003

OREGON Governor's Commission on Youth
Honorable Clay Myers
Secretary of State
121 State Capitol
Salem, Oregon 97301

PENNSYLVANIA Committee on Children and Youth of the Governor's Council on Human Resources
Mrs. Gwen Zarfoss
Finance Building, Room 512
North Street & Commonwealth Avenue
Harrisburg, Pennsylvania 17102

PUERTO RICO (Commonwealth) Children's Commission
Mr. Juan de Dios Quinones
Ponce de Leon Avenue #1259
Santurce, Puerto Rico 00907

RHODE ISLAND Committee on Children and Youth
Mr. Joseph Galkin
203 Strand Building
77 Washington Street
Providence, Rhode Island 02905

SOUTH CAROLINA Committee on Children and Youth
Mrs. T. Travis Medlock
1340 Pickens Street
Columbia, South Carolina 29202

SOUTH DAKOTA Governor's Committee for Children and Youth
Mr. R. M. Russell
Box 1314
Huron, South Dakota 57350

TENNESSEE Commission on Youth Guidance
Mrs. Edward Humphreys
8130 Macon Road
Cordova, Tennessee 38018

TEXAS Governor's Committee on Children and Youth
Mr. Walter Richter
Littlefield Building, Room 430
Austin, Texas 79701

UTAH Committee on Children and Youth
Mrs. James W. Ure, III
3105 Imperial
Salt Lake City, Utah 84106

VERMONT Governor's Committee on Children and Youth
Mrs. Lois Graffam
168 Laurel Hill Drive
South Burlington, Vermont 05602

VIRGIN ISLANDS Commission on Youth
Mrs. Hermione Fabio
P. O. Box 630
Christiansted
St. Croix, Virgin Islands 00820

VIRGINIA Commission for Children and Youth
Mr. Charles G. Caldwell, Dean
School of Education
Madison College
Harrisonburg, Virginia 22801

WASHINGTON State White House Conference Planning Committee
Mrs. Mary Skelton
5415 Beach Drive, S. W.
Seattle, Washington 98115

WEST VIRGINIA Council of the WHCCY
Miss Helen L. Stealey
West Virginia Wesleyan College
College 59
Buckhannon, West Virginia 26201

WISCONSIN Governor's Committee on Children and Youth
Mr. T. J. Kuemmerlein
385 State Office Building
Madison, Wisconsin 53702

WYOMING Youth Council
Reverend Lawrence Etchingham, Director
St. Joseph's Orphanage
Torrington, Wyoming 82240

LOCAL, REGIONAL AND STATE-WIDE URBAN CORPS PROGRAMS

Urban Corps is a program offering college students the opportunity to participate directly in city, regional and state government as full-time summer interns or part-time during the academic year. The Federal College Work-Study program provides the major source of funds for the program in conjunction with governmental jurisdictions and colleges and universties.

A listing of local, regional and state-wide Urban Corps and Urban Corps-affiliated programs follows:

ALABAMA

Birmingham

(vacant)
Director
Birmingham Urban Corps
Mayor's Council on
Youth Opportunity
City Hall
Birmingham, Ala. 35208
(205) 323-5431

ARIZONA

Glendale

Martin Vanacour
Assistant City Manager
7022 N. 58 Drive
P. O. Box 1556
Glendale, Ariz. 85301
(602) 939-9711

Maricopa County

Charles Williams
Director,
Maricopa County
Urban Corps
111 S. Third Ave.
Phoenix, Ariz. 85003
(602) 262-3981

Phoenix

Bryce Stuart
Director
Phoenix Urban Corps
821 Municipal Bldg.
251 W. Washington St.
Phoenix, Ariz. 85003
(602) 262-6721

Scottsdale

David Harris
Director
Scottsdale Urban Corps
Civic Center
300 E. Main Street
Scottsdale, Ariz. 85251
(602) 945-7611

Tempe

James Casey
Assistant City Manager
Box 5002
Tempe, Ariz. 85281
(602) 967-2001, Ext. 20

CALIFORNIA

Compton

Ed Averette
Compton Youth Council
227 E. Compton Blvd.
Compton, Ca. 90223
(213) 537-1650

Fresno

Richard Babigan
Director
Fresno Urban Corps
2326 North Fresno St.
Fresno, Ca. 93721
(209) 266-8031

Los Angeles Metropolitan Region

Susan Schuller
Director
Greater Los Angeles
Urban Corps
500 State Drive
Los Angeles, Ca. 90037
(213) 749-3088

Oakland

Clarence Jones
Manpower Director
City Hall
Washington and 14th Sts.
Oakland, Ca. 94612
(415) 273-3715

San Bernadino

Benton Blakely
Director
San Bernadino Urban Corps
374 Court Street, Suite 17
San Bernadino, Ca. 92401
(714) 884-1291

San Diego

Henry Hodge
Mayor's Youth Coordinator
City Administration Building
Community Concourse
San Diego, Ca. 92101
(714) 326-5555

San Francisco

(vacant)
Director
San Francisco Urban Corps
45 Hyde Street
San Francisco, Ca. 94102
(415) 558-5930

COLORADO

Boulder

John Fischbach
Coordinator
Boulder Urban Corps
1777 Broadway
Boulder, Col. 80302
(303) 442-2020

Denver

Manuel Sandos
Mayor's Youth Assistant
500 Zook Building
431 West Colfax
Denver, Col. 80202
(303) 297-2621, Ext. 26

Littleton

James P. Collins
Personnel Director
City of Littleton
2450 West Main Street
Littleton, Col. 80120
(303) 794-4214

CONNECTICUT

Bridgeport

Sidney Buxton
Director
Greater Bridgeport Urban Corps
328 Park Avenue
Bridgeport, Conn. 06602
(203) 384-0711, Ext. 634

CONNECTICUT

Hartford
James Byer
Department of Personnel
City Hall
550 Main Street
Hartford, Conn. 06103
(203) 566-6240

South-Western Localities
Dionne McNeill
Director
MRC Urban Corps
155 East 71 Street
New York, N. Y. 10021
(212) 628-6803

DISTRICT OF COLUMBIA

Washington, D. C.
William Hairston
Director
D. C. Urban Corps
1329 E Street, N. W.
Washington, D. C. 20004
(202) 347-1381)

FLORIDA

Fort Lauderdale
Howard Sypher III
Asst. Personnel Director
P. O. Drawer 1181
Fort Lauderdale, Fla. 33302
(305) 527-2011

Miami-Dade County
Essie Silver
Director
Miami-Dade County
Urban Corps
902 S.W. Second Ave.
Miami, Florida 33130
(305) 358-0216

GEORGIA

Atlanta
Kenneth Milwood
Director
Atlanta Urban Corps
30 Courtland Street, N. E.
Atlanta, Georgia 30303
(404) 659-1053

Savannah
Daniel W. Brown
Director
Savannah Urban Corps
Model Cities Complex #56
905 E. Duffy Street
Savannah, Ga. 31401
(912) 233-3624

HAWAII

Honolulu
Kekoa D. Kaapu
Urban Renewal Coordinator
City Hall Annex
P. O. Box 2115
Honolulu, Hawaii 96805
(808) 546-7611

INDIANA

Evansville
Mary Reno Brown
Community Action Program
906 Main Street
Evansville, Ind. 47708
(812) 425-4251, Ext. 26

Fort Wayne
Donald E. Shultz
Director
Planning and Research
Allen County Economic
Opportunity Council
Box 704
Fort Wayne, Indiana 46801
(219) 456-3404, Ext. 22

Indianapolis
Robert Beckmann
Director
Indianapolis Urban Corps
2501 City-County Building
Indianapolis, Ind. 46204
(317) 633-3371

IOWA

Des Moines

Charles Morrison
Director
Des Moines Urban Corps
City Hall
Des Moines, Iowa 50309
(515) 283-4141

All Other Localities
Office for Planning and
Programming
State Capitol
Des Moines, Iowa 5-0319
(515) 281-5974, 5

LOUISIANA

Baton Rouge
Willie Davenport
Youth Coordinator
1048 Florida Street
Baton Rouge, La. 70802
(504) 344-9212

New Orleans
Inmond Deen, Jr.
President
New Orleans Service-Learning
Program, Inc.
1612 Pere Marquette Bldg.
150 Baronne Street
New Orleans, La. 70112
(504) 522-7511

MARYLAND

Baltimore
Eileen Sklar
Director
Baltimore Urban Corps
123 City Hall
Baltimore, Md. 21201
(301) 752-2000, Ext. 357

Baltimore Metro Region
Steve Kelsey
Director
Baltimore Metropolitan
Urban Corps
Baltimore Regional Planning
Council
701 St. Paul Street
Baltimore, Md. 21202
(301) 383-3061, Ext. 8991

MASSACHUSETTS

Boston
Alan Raymond, Director
Boston Urban Corps
Quincy Market Building
South Market Street
Boston, Mass. 02172
(617) 722-4437

All Other Localities
Richard Ungerer
Director
Public Service Intern
Program
State Department of
Community Affairs
141 Milk Street
Boston, Mass. 02116
(617) 727-4088

MICHIGAN

Battle Creek
James Yore
Director
Battle Creek Urban Corps
207 City Hall
Battle Creek, Mich. 49017
(616) 962-5561, Ext. 64

Detroit
Michael Smith
Director
Detroit Urban Corps
1106 City-County Building
Detroit, Mich. 48226
(313) 224-3410

Grand Rapids
Koaloha Rossiter
Director
Grand Rapids Urban Corps
Cill Hall
300 Monroe Street
Grand Rapids, Mich.
(616) 456-3882

Kalamazoo
William Fox
Department of Personnel
City Hall
241 West South Street
Kalamazoo, Mich. 49006
(616) 381-5500, Ext. 237

Ypsilanti
William R. Connor
Director
Ypsilanti Urban Corps
5 North Summit
Ypsilanti, Mich. 48197
(313) 483-1100

MINNESOTA

Minneapolis-St. Paul
Babak Armajani
Director
Minneapolis-St. Paul
Urban Corps
503M City Hall
Minneapolis, Minn. 55415
(612) 3[illegible]-6968

Duluth
Frank McCray
Director
Duluth Urban Corps
408 City Hall
Duluth, Minn. 55802
(218) 727-4572, Ext. 290

MISSOURI

St. Louis
Thomas Newman
Director
St. Louis Urban Corps
1205 Olive Street
St. Louis, Mo. 63103
(314) 621-4827

Kansas City
Earl Unell
Director
Kansas City Urban Corps
City Hall
414 E. 12 Street
Kansas City, Mo. 64106
(816) 274-1227

NEBRASKA

All Localities
Robert Rodgers
State Youth Coordinator
Technical Assistance Agency
1202 F Street
Lincoln, Nebraska
(402) 477-5211, Ext. 216

NEVADA

All Localities
Duke Lindemann
State Youth Coordinator
208 North Fall
Carson City, Nev. 89701
(802) 882-7146

NEW HAMPSHIRE

All Localities
Terry Briggs
State Youth Coordinator
Office of the Governor
Concord, New Hampshire
(603) 271-1110

NEW JERSEY

All Localities
Gregory Nagy
Coordinator
Interns for Community Service
Department of Community Affairs
P. O. Box 2768
Trenton, N. J. 08625
(609) 292-6192

Northern New Jersey Metro
Dionne McNeill
Director
MRC Urban Corps
155 East 71 Street
New York, N. Y. 10021
(212) 628-6803

NEW MEXICO

Albuquerque
William K. Algire
Director
Albuquerque Urban Corps
P. O. Box 1239, City Hall
Albuquerque, N. M. 87103
(505) 842-7463

NEW YORK

Buffalo
Peter Fleischmann
Director
Buffalo Urban Corps
City Hall
Buffalo, N. Y. 14202
(716) 854-1022

New York City
Martin Rose, Director
New York City Urban Corps
250 Broadway
New York, N. Y. 10007
(212) 566-3952

NEW YORK

Syracuse-Onondaga County
Frank T. Wood, Jr.
Director
Syracuse-Onondaga County
Urban Corps
603 County Office Bldg.
Syracuse, N. Y. 13202
(315) 477-7645

Southern New York Metro Region (Except New York City
Dionne McNeill
Director
MRC Urban Corps
155 East 71 Street
New York, N. Y. 10021
(212) 628-6803

NORTH CAROLINA

Winston-Salem
Noel Dunnivant, Jr.
Director
Service-Learning Intern
Program
7 City Hall
P. O. Box 2511
Winston-Salem, N.C. 27102
(919) 725-4022

OHIO

Akron
Elmore Banton
Youth Coordinator
City-County Building
219 S. High Street
Akron, Ohio 44308
(216) 375-2070

Canton
Paul D. Martin
Youth Director
City of Canton
218 Cleveland Avenue
Canton, Ohio 44702
(216) 455-8951, Ext. 201

Cincinnati
Luther Church
Coordinator
Cincinnati Urban Corps
2147 Central Avenue
Cincinnati, Ohio 45214
(513) 381-2325

Cleveland
Richard Hayes
Director
Cleveland Urban Corps
Department of Human
Resources
128 City Hall
Cleveland, Ohio 44114
(216) 694-2400

Columbus
Frank Cleveland
Director
Mayor's Council on Youth
Opportunity
City Hall
Columbus, Ohio 43215
(614) 461-8384

Dayton
Paul Marshall
Director
Dayton Urban Corps
City Hall
101 North Third St.
Dayton, Ohio 45402
(513) 222-3441, Ext. 626

Toledo
Chuck Buckenmyer
Youth Coordinator
City of Toledo
525 North Erie
Toledo, Ohio 43624

OKLAHOMA

Tulsa
Richard C. Lang
Director
Tulsa Urban Corps
Office of the Mayor
200 Civic Center
Tulsa, Oklahoma 74103
(918) 581-5440

OREGON

Portland
David Dockham
Assistant to the Mayor
City Hall
Portland, Oregon 97204
(503) 228-6141

PENNSYLVANIA

Philadelphia
Marlyn Jones
Urban Corps Coordinator
Manpower Utilization Commission
1316 Arch Street, Rm. 301
Philadelphia, Pa. 19107
(215) 686-3955

Pittsburgh
Louise Brown
Director
Pittsburgh Urban Corps
Office of the Mayor
City-County Building
Pittsburgh, Pa. 15219
(412) 281-3900, Ext. 501

All Other Localities
George Klaus, Director
Pennsylvania Urban Corps
Dept. of Community Affairs
3314 Paxton Street
Harrisburg, Pa. 17120
(717) 787-6454

PUERTO RICO

San Juan
Efren W. Rivera, Director
San Juan Urban Corps
Antiguo Edificio El Mundo
4th Piso
San Juan, P. R. 00905
(809) 722-1618

RHODE ISLAND

All Localities
Samuel DiSano, Jr.
Coordinator
Governor's Council on Youth
Opportunities
289 Promenade Street
Providence, R. I. 02903
(401) 277-2862

TENNESSEE

Memphis
David Caldwell, Director
Memphis Urban Corps
Rm. 518, City Hall
125 N. Main
Memphis, Tenn. 38103
(901) 527-6611, Ext. 296

TENNESSEE

Nashville
George Podelco
Office of the Mayor
107 Courthouse
Nashville, Tenn. 37201
(613) 747-4667

TEXAS

El Paso
Ken Flynn
Director
El Paso Urban Corps
Office of Youth Affairs
City-County Building
El Paso, Texas 79901
(915) 543-2968

Dallas
Frank Clarke
Youth Coordinator
City of Dallas
1616 Patterson Avenue
Dallas, Texas 75201
(214) 742-1881

Galveston
Doris Folger
Program Coordinator
Planning Department
City of Galveston
Galveston, Texas 77550
(713) 763-1261

Houston
Blair Justice
Executive Assistant to
the Mayor
City Hall
Houston, Texas 77002
(713) 222-3141

San Antonio
Edward Koplan
Youth Services Program
Hemisfair Plaza, Suite 109
P. O. Box 9066
San Antonio, Texas 78205
(512) 225-661, Ext. 381

VERMONT

All Localities
Robert B. Stewart
Director
Vermont Local Government
Internship Program
27 Langdon Street
Montpelier, Vt. 05602
(802) 229-9111

VIRGINIA

Hampton
O'Marie White
Coordinator
Hampton Urban Corps
City Hall
34 E. Queen Street
Hampton, Va. 23510
(703) 723-6011, Ext. 223

All Other Localities
Joseph F. Lewis
State Youth Coordinator
Office of the Governor
Richmond, Virginia
(703) 770-2026

WASHINGTON

Seattle
Brian Buntain, Director
Seattle Urban Corps
007 Municipal Bldg.
Seattle, Wn. 98104
(206) 583-5746

Spokane
Roy Wesley
Assistant to the City
Manager
City Hall
Spokane, Wn. 99210
(509) 624-4341

WISCONSIN

Madison
Michael H. Satz
Director
Madison Urban Corps
210 Monona Avenue
Madison, Wisc. 53704
(608) 266-4615

Milwaukee
D. Edward Bolton
Project Administrator
Milwaukee Urban Corps
161 W. Wisconsin St.
Milwaukee, Wisc. 53203
(414) 276-3766

PRIVATE SECTOR ORGANIZATIONS

Private Sector organizations are especially valuable partners in youth programs at both State and local levels. These organizations engage in a wide range of activities and social services and represent a vast pool of resources, specialists, and good will. The national headquarters of these groups use their own house organs to inform their leadership and membership, discuss possible cooperation in staff and board meetings, and suggest to their local affiliates that they offer their services to youth coordinators. Youth coordinators should actively seek the cooperation of State and local chapters and affiliates of large voluntary and civic organizations as well as local organizations without national affiliation. A partial list of national contacts follows:

Altrusa International, Inc.
Amateur Athletic Union
Amateur Softball Association
American Association for Health, Physical Education and Recreation
American Association of Colleges for Teacher Education
American Association of Junior Colleges
American Association of Retired Persons
American Association of School Administrators
American Association of University Women
American Automobile Association
American Bankers Association
American Bar Foundation
American Bowling Congress
American Bridge Association, Inc.
American Camping Association
American Council on Education
American Farm Bureau Federation
American Federation of Teachers
AFL-CIO
AFL-CIO Women's National Auxiliary
American Friends Service Committee
American Home Economics Association
American Jewish Committee
American Library Association
American Medical Association
American National Red Cross
American Personnel and Guidance Association
American Public Welfare Association
American Social Health Association
American Society of Personnel Administration
American Women's Voluntary Services
American Youth Hostels
Associated Councils of the Arts
Association of Junior Leagues of America
Association of School Business Officials
Association of State Colleges and Universities
Big Brothers of America
B'nai B'rith
B'nai B'rith Women
B'nai B'rith Youth Organization
Boys' Clubs of America
Boy Scouts of America
Camp Fire Girls, Inc.
Catholic Youth Organization
Child Study Association of America
Child Welfare League of America
Circle K International
Civitan International
Cooperative League of the U. S. A.
Delta Sigma Theta Sorority
Experiment in International Living
Family Services Association of America
General Federation of Women's Clubs
Girl Scouts of the U. S. A.
Girls' Clubs of America
Greek Orthodox Archdiocese of North and South America
Human Resources Development Institute
Improved Benevolent and Protective Order of the Elks
Institute of Life Insurance
International Association of Chiefs of Police
International Association of Fire Chiefs
International Brotherhood of Teamsters
International Farm Youth Exchange
International Society of Christian Endeavor
Jack and Jill
Junior Achievement
Junior Chamber of Commerce
Key Club International
Kiwanis International
Knights of Columbus
Lawyers Committee on Civil Rights
League of United Latin American Citizens
League of Women Voters of the U. S.
Lifetime Sports Foundation
Lions International
Little League Baseball
Loyal Order of Moose
Lutheran Church in America
National Alliance of Businessmen
National Assembly for Social Policy and Development
National Association for the Advancement of Colored People
National Association for Mental Health

National Association for Retarded Children
National Association of Broadcasters
National Association of Colored Women's Clubs
National Association of Intercollegiate Athletics
National Association of Intergroup Relations Officials
National Association of Negro Business and Professional Women's Clubs
National Association of Secondary School Principals
National Association of Social Workers
National Association of State Universities and Colleges
National Audubon Society
National Collegiate Athletic Association
National Commission on Resources for Youth
National Committee for Children and Youth
National Committee for Support of the Public Schools
National Committee on Employment of Youth
National Conference of Catholic Bishops
National Conference of Catholic Charities
National Conference of Christians and Jews
National Conference on Citizenship
National Conference on Social Welfare
National Congress of Parents and Teachers
National Council for Children and Youth
National Council of Catholic Women
National Council of Churches
National Council of Jewish Women
National Council of Negro Women
National Council of Women
National Council on Beauty and Recreation
National Council on Crime and Delinquency
National Council on the Aging, Inc.
National Education Association
National Exchange Club
National District Attorneys Association Foundation
National Farmers Union
National Federation of Business and Professional Women's Clubs
National Federation of Settlements and Neighborhood Centers
National Federation of High School Sthletic Associations
National Football League
National 4-H Club Foundation
National Guild of Community Music Schools
National Industrial Conference Board
National Industrial Recreation Association
National Jewish Welfare Board
National League for Nursing, Inc.
National Safety Council
National School Board Association, Inc.
National Shriners (Ancient and Arabic Order, Nobles of the Mystic Shrine)
National Student Association
National Service Secretariat
National Urban League
Office of the Commissioner of Baseball
Optimist International
Order of DeMolay
Pilot Club International
Public Relations Society of America, Inc.
Rotary International
Salvation Army
Sertoma International
Society of State Directors of Health, Physical Education and Recreation
Soroptimist Federation of the Americas, Inc.
Synogogue Council of America
Union American Hebrew Congregation
United Automobile Workers
United Church of Christ
United Community Funds and Councils of America
United Police Association
United States Catholic Conference
United States Collegiate Sports Council
United States Chamber of Commerce
United States Youth Council
Urban America
Urban Coalition
Veterans of Foreign Wars
Vocational Industrial Clubs of America, Inc.
West End Neighborhood Service Center
Woman Power
Women in Community Service
Young Life
Young Men's Christian Association
Young Women's Christian Association
Youth Organizations United
Zonta International

COMMUNITY EDUCATION CENTERS

Directors of Community Education Centers are located at several institutions serving a distinct area where the region where the center is located. Inquiries concerning the possible establishment of community schools should be sent to the director of the center nearest the school's location.

ALMA COLLEGE
Mr. Hugh Rohrer
Director of Community Education
Alma College
Alma, Michigan 48801
(517) 463-2141

ARIZONA STATE UNIVERSITY
Mr. Thomas Mayhew, Director
Southwest Regional Center for
Community School Development
Arizona State University
College of Education
Tempe, Arizona 85281
(602) 965-6185

BALL STATE UNIVERSITY
Dr. Curt Van Voorhees, Director
Center for Community Education
Development
Ball State University
Muncie, Indiana 47306
(317) 285-5031

BRIGHAM YOUNG UNIVERSITY
Dr. Israel Heaton, Director
Regional Center for Community
Education
Brigham Young University
281 RB
Provo, Utah 84601
(801) 374-1211

EASTERN CONNECTICUT
STATE COLLEGE
Dr. Ron Frank, Director
Regional Center for Community
Education
Eastern Connecticut State College
Willimantic, Connecticut 06226
(203) 423-4581

EASTERN MICHIGAN UNIVERSITY
Dr. Jack Minzey, Director
Center for Community School
Development
Eastern Michigan University
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Tel: 803/758-3442

SOUTH DAKOTA
Mrs. Charlotte Carver
Executive Director
Fine Arts Council
233 South Phillips Avenue
Sioux Falls, S. D. 57102
Tel: 605/336-8050 Ext. 650

TENNESSEE
Norman Worrell
Executive Director
Arts Commission
507 State Office Building
Nashville, Tenn. 37219
Tel: 615/741-2296

TEXAS
J. Pat O'Keefe
Executive Director
Fine Arts Commission
825 Brown Building
Austin, Texas 78701

UTAH
Wilburn C. West
Executive Director
State Institute of Fine Arts
609 East South Temple Street
Salt Lake City, Utah 84102
Tel: 801/328-5895

VERMONT
Frank G. Hensel
Executive Director
Council on the Arts
136 State Street
Montpelier, Vermont 05602
Tel: 802/223-2311 Ext. 367

VIRGINIA
Frank R. Dunham
Executive Director
Commission on the Arts and Humanities
9th Street Office Bldg., Rm. 932
Richmond, Virginia 23219
Tel: 703/770-4493

VIRGIN ISLANDS
Stephen J. Bostic
Executive Director
Council on the Arts
Caravelle Arcade
Christiansted, St. Croix
Virgin Islands 00820
Tel: 809/773-3075 Ext. 1

WASHINGTON
James L. Haseltine
Executive Director
State Arts Commission
4800 Capitol Boulevard
Olympia, Wash. 98501
Tel: 206/753-3860

WEST VIRGINIA
Vacant
Executive Director
Arts and Humanities Council
State Office Bldg. No. 6
1900 Washington Street East
Charleston, W. Va. 25305
Tel: 304/348-3711

WISCONSIN
Oscar Louik, Executive Director
Arts Foundation and Council
P. O. Box 3356
Madison, Wisconsin 53704
Tel: 608/266-0190

WYOMING
Mrs. Frances Forrister
Chairman
Council on the Arts
1125 South David
P. O. Box 3033
Casper, Wyoming 82601
Tel: 307/234-8782

STATE VOCATIONAL EDUCATION CONTACTS FOR DISADVANTAGED PERSONS

Each State Department of Education has a Director of Vocational Education. Within his office there is a State official with responsibilities for vocational education programs for persons with special needs. These include programs for disadvantaged and handicapped youth and are funded by Federal money requiring no matching funds. For information or assistance, youth coordinators should write or phone the person listed below:

ALABAMA
Dir. of Vocational Education
Dept. of Education
Montgomery, Ala. 36104
Tel: 205/269-6345

ALASKA
Alaska Office Bldg.
Pouch F
Juneau, Alaska 99801
Tel: 902/586-5367

ARIZONA
Special Needs Programs
Dept. of Vocational Education
412 Arizona State Bldg.
Phoenix, Ariz. 85007
Tel: 602/271-4395

ARKANSAS
Director of Programs for
Disadvantaged & Handicapped
DVTE, Dept. of Education
State Education Bldg.
Little Rock, Ark. 72201
Tel: 501/371-2374

CALIFORNIA
Dir. of Vocational Education
721 Capitol Mall
Sacramento, Calif. 95814
Tel: 916/445-3314

COLORADO
Supervisor of Special Needs
Bd. for Vocational Education
207 State Services Bldg.
1525 Sherman St.
Denver, Colorado 80203
Tel: 303/892-3071

CONNECTICUT
Spec. Needs & Urban Programs
Div. of Vocational Education
Dept. of Education
Box 2219
Hartford, Conn. 06115
Tel: 203/527-6341

DELAWARE
Supervisor of Health
Occupations & Special Needs
Dept. of Public Instruction
Dover, Del. 19901
Tel: 302/734-5711, Ext. 279

DISTRICT OF COLUMBIA
Supervising Dir., T & I
Supervising Dir., Health
Occupations
415 12th St., N. W.
Washington, D. C. 20004
Tel: 202/347-1665

FLORIDA
Consultant, Special
Vocational Programs
Dept. of Education
Tallahasse, Fla. 32304
Tel: 904/599-5857

GEORGIA
Supervisor for Special Needs
Dept. of Education
Atlanta, Ga. 30334
Tel: 404/688-2390, Ext. 222

HAWAII
Coordinator
Special Needs Programs
2327 Dale St.
Honolulu, Hawaii 96822
Tel: 808/941-0966

IDAHO
Supervisor of Special Needs
Bd. for Vocational Education
518 Front St.
Boise, Idaho 83702
Tel: 208/384-3210

ILLINOIS
Head Consultant
Handicapped & Disadvantaged
Div. of Vocational & Technical
Education
Bd. of Vocational Education
& Rehabilitation
405 Centennial Bldg.
Springfield, Ill. 62706
Tel: 217/525-4875

INDIANA
Chief, Handicapped & Disadvantaged
Div. of Vocational Education
& Rehabilitation
Room 401, State House
Indianapolis, Ind. 46204
Tel: 317/633-4841

IOWA
State Supervisor
Persons with Special Needs
Div. of Vocational Education
Dept. of Public Instruction
Grimes State Office Bldg.
Des Moines, Iowa 50319
Tel: 515/281-5177

KANSAS
Dir. of Vocational Education
State Office Building
Topeka, Kansas 66612
Tel: 913/235-0011, Ext. 555

KENTUCKY
Dir. of Vocational Education
State Office Bldg.
Topeka, Kansas 66612
Tel: 913/235-0011, Ext. 555

LOUISIANA
Supervisor
Persons with Special Needs
Div. of Vocational Education
State Education Bldg.
Baton Rouge, La. 70804
Tel: 504/356-1492, Ext. 34

MAINE
Consultant, Industrial Arts
Consultant, Agricultural Educa.
Bureau of Vocational Education
Augusta, Maine 04330
Tel: 207/289-2621

MARYLAND
Specialist in Special Programs
600 Wyndhurst Ave.
Baltimore, Md. 21201
Tel: 301/597-3311

MASSACHUSETTS
Senior Supervisor, T & I
Supervisor of Special Needs
182 Tremont Street
Boston, Mass. 02111
Tel: 617/727-5730

MICHIGAN
Consultant
Persons with Special Needs
Div. of Vocational Education
P. O. Box 928
Lansing, Mich. 48904
Tel: 517/373-3373

MINNESOTA
Coordinator
Special Needs
Centennial Building
658 Cedar Street
St. Paul, Minn. 55101
Tel: 612/221/3387

MISSISSIPPI
Special Needs
Box 771
Jackson, Miss. 39205
Tel: 601/354-6808

MISSOURI
Supervisor for Special Needs
Div. of Vocational Education
Jefferson City, Mo. 65102
Tel: 314/635-8125

MONTANA
Supervisor of Special Needs
San Mitchell Bldg.
Board of Vocational Education
Helena, Mont. 59601
Tel: 406/449-3677

NEBRASKA
Dir. of Special Vocational Needs
State Capitol, 10th Floor
Lincoln, Neb. 68509
Tel: 402/473-1230

NEVADA
T & I Supervisor
Dept. of Education
Carson City, Nevada 89701
Tel: 702/882-7321

NEW HAMPSHIRE
Consultant, Agricultural Educa.
Consultant, Health Occupations
Div. of Vocational-Technical Education
Stickney Ave.
Concord, N. H. 03301
Tel: 603/271-2721

NEW JERSEY
Special Needs Programs
Div. of Vocational Education
225 W. State Street
Trenton, N. J. 08625
Tel: 609/292-6562

MISSISSIPPI
Supervisor
Special Needs
Box 771
Jackson, Miss. 39205
Tel: 601/354-6808

MISSOURI
Supervisor for Special Needs
Div. of Vocational Education
Jefferson City, Mo. 65102
Tel: 314/635-8125

MONTANA
Supervisor of Special Needs
San Mitchell Bldg.
Board of Vocational Education
Helena, Mont. 59601
Tel: 406/449-3677

NEBRASKA
Dir. of Special Vocational Needs
State Capitol, 10th Floor
Lincoln, Neb. 68509
Tel: 402/473-1230

NEVADA
T & I Supervisor
Dept. of Education
Carson City, Nevada 89701
Tel: 702/882-7321

NEW HAMPSHIRE
Consultant, Agricultural Educa.
Consultant, Health Occupations
Div. of Vocational Technical Education
Stickney Ave.
Concord, N. H. 03301
Tel: 603/271-2721

NEW JERSEY
Special Needs Programs
Div. of Vocational Education
225 W. State Street
Trenton, N. J. 08625
Tel: 609/292-6562

NEW MEXICO
Supervisor, Special Needs
Vocational Education Div.
Dept. of Education
Harvey Building
Santa Fe, N. M. 87501
Tel: 505/827-2965

NEW YORK
Dir. of Vocational Education
State Education Department
Albany, New York 12224
Tel: 518/474-2619

NORTH CAROLINA
State Supervisor
Special Needs for Disadvantaged and Handicapped
Dept. of Public Instruction
Raleigh, N. C. 27602
Tel: 919/829-7781

NORTH DAKOTA
State Supervisor
Vocational Guidance
State Capitol
Bismarck, N. D. 58501
Tel: 701/224-2259

OHIO
Assistant Director
Special Needs & Career Orientation
State Office Bldg., Rm. 612
Columbus, Ohio 43215
Tel: 614/469-3430

OKLAHOMA
State Coordinator for Disadvantaged & Handicapped Persons
Dept. of Vocational & Technical Education
1515 W. 6th Ave.
Stillwater, Okla. 74074
Tel: 405/377-2000

OREGON
Supervisor, Special Needs
Dept. of Education
Public Services Bldg.
Salem, Oregon 97310
Tel: 503/364-2171, Ext. 1634

PENNSYLVANIA
Consultant, Special Needs
Box 911
Harrisburg, Pa. 17126
Tel: 717/787-4865

PUERTO RICO
Coordinator, Programs for
Handicapped & Special Needs
Dept. of Education
Hato Rey, Puerto Rico 0090

RHODE ISLAND
Dir. of Vocational Education
Roger Williams Bldg.
Hayes St.
Providence, R. I. 02908
Tel: 401/521-7100, Ext. 691

SOUTH CAROLINA
Assistant Director
Vocational Education
Rutledge Bldg., Rm. 920
Columbia, S. C. 29201
Tel: 803/758-3436

SOUTH DAKOTA
Supervisor
Persons with Special Needs
Dept. of Public Instruction
Pierre, S. D. 57501
Tel: 605/224-5911

TENNESSEE
Supervisor, Special Needs
205 Cordell Hull Bldg.
Nashville, Tenn. 37219
Tel: 615/741-3411

TEXAS
Chief Consultant
Coordinated Vocational-
Academic Education
Div. of Vocational Education
Texas Education Agency
11th and Brazos
Austin, Texas 78711
Tel: 512/475-4250

UTAH
Supervisor, Special Needs
1400 University Club Bldg.
136 East South Temple
Salt Lake City, Utah 84114
Tel: 801/328-5574

VERMONT
Consultant, T & I
Consultant, Agriculture Educa.
State Office Bldg.
Montpelier, Vt. 05602
Tel: 617/223-6814

VIRGINIA
Assistant Supervisor
Vocational Education
Dept. of Education
1322 28 Gract St., East
Richmond, Va. 23216
Tel: 703/770-2669

VIRGIN ISLANDS
Dir. for Vocational Education
P. O. Box 630
St. Thomas, Virgin Islands 00801
Tel: 809/774-5240

WASHINGTON
Dir. of Vocational Education
P. O. Box 248
Olympia, Wash. 98501
Tel: 206/753-5682

WEST VIRGINIA
Program Specialist
Vocational Industrial
Education
Capitol Bldg.
Charleston, W. Va. 25305
Tel: 304/348-3075

WISCONSIN
Program Administrator
137 E. Wilson St.
Madison, Wisconsin 53703
Tel: 608/266-1506

WYOMING
Supervisor, Special Needs
Board for Vocational Education
Capitol Building
Cheyenne, Wyoming 82001
Tel: 307/777-7445

WELFARE AGENCY PARTICIPATION

The Social and Rehabilitation Service of the Department of Health, Education, and Welfare contacted the State Assistance Payments Directors administering public assistance programs in 1970, to again urge their cooperation in summer youth opportunity programs. It was suggested that state agencies:

1. Continue the summer work program for students.
2. Expand the program -- especially programs for the aging and programs in medical services, rehabilitation, and juvenile delinquency.
3. Extend these programs beyond just the summer.
4. Employ students in areas where there is need for work to be done and good opportunity for training experience.
5. Giver preference to youth who are disadvantaged or members of minority groups; those living in both urban and rural areas.

To support this Federal action, youth coordinators should contact the Director of Public Welfare in their community and utilize the additional contribution they can make in this area. State offices are listed below:

ALABAMA
Commissioner
Department of Pensions
and Security
64 North Union Street
Montgomery, Alabama 36104

ALASKA
Commissioner
Department of Health and Welfare
Pouch H, Health & Welfare Bldg.
Juneau, Alaska 99801

ARIZONA
Commissioner
Department of Public Welfare
State Office Building
Phoenix, Arizona 85007

ARKANSAS
Commissioner
Department of Public Welfare
P. O. Box 1437
Little Rock, Arkansas 72203

CALIFORNIA
Director
State Department of Social
Welfare
744 P Street
Sacramento, California 95814

COLORADO
Executive Director
Department of Social Services
1600 Sherman Street
Denver, Colorado 80203

CONNECTICUT
Commissioner
State Welfare Department
1000 Asylum Avenue
Hartford, Connecticut 06105

DELAWARE
Secretary
Dept. of Health and Socical
Services
3000 Newport Gap Pike
Wilmington, Delaware 19808

Executive Secretary
Delaware Commission for the
Blind
305-7 West 8th Street
Wilmington, Delaware 19801

DISTRICT OF COLUMBIA
Director
Department of Public Welfare
122 C Street, N. W.
Washington, D. C. 20001

FLORIDA
Director
Division of Family Services
Department of Health and
Rehabilitative Services
P. O. Box 2050
Jacksonville, Florida 32203

GEORGIA
Director
Georgia Department of Family
and Children Services
State Office Building
Atlanta, Georgia 30334

GUAM
Director
Department of Public Health
and Social Services
Government of Guam
P. O. Box 2816
Agana, Guam 96910

HAWAII
Director
Department of Social Services
and Housing
P. O. Box 339
Honolulu, Hawaii 96809
Attention: Administrator,
Division of Public Welfare

IDAHO
Commissioner
State Department of Public
Assistance
Boise, Idaho 83701

ILLINOIS
Director
Department of Public Aid
400 South Spring Street
Springfield, Illinois 62706

INDIANA
Administrator
Department of Public Welfare
State Office Bldg., Rm. 701
100 North Senate Avenue
Indianapolis, Indiana 46204

IOWA
Commissioner
Department of Social Services
Lucas State Office Building
Des Moines, Iowa 50319

KANSAS
Director
State Dept. of Social Welfare
State Office Building
Topeka, Kansas 66612

KENTUCKY
Commissioner
Dept. of Economic Security
New Capitol Annex Building
Frankfort, Kentucky 40601

LOUISIANA
Commissioner
Department of Public Welfare
P. O. Box 44065
Baton Rouge, Louisiana 70804

MAINE
Commissioner
Dept. of Health and Welfare
State House
Augusta, Maine 04330

MARYLAND
Director
State Dept. of Social Services
1315 St. Paul Street
Baltimore, Maryland 21202

MASSACHUSETTS
Commissioner
Department of Public Welfare
600 Washington Street
Boston, Massachusetts 02111

Commissioner
Commission for the Blind
39 Boylston Street
Boston, Massachusetts 02116

MICHIGAN
Director
State Dept. of Social Services
Lewis Cass Building
Walnut & Washtenaw Streets
Lansing, Michigan 48913

MINNESOTA
Commissioner
Department of Public Welfare
Centennial Building
658 Cedar Street
St. Paul, Minnesota 55101

MISSISSIPPI
Commissioner
State Dept. of Public Welfare
P. O. Box 4321
Fondren Station
Jackson, Mississippi 39216

MISSOURI
Director
Division of Welfare
Department of Public Health
and Welfare
State Office Building
Jefferson City, Missouri 65101

MONTANA
Administrator
State Dept. of Public Welfare
Helena, Montana 59601

NEBRASKA
Director
State Dept. of Public Welfare
P. O. Box 94819
State House Station
Lincoln, Nebraska 68509

NEVADA
Director
Department of Health, Welfare
and Rehabilitation
201 South Fall Street
Carson City, Nevada 89701

State Welfare Administrator
Welfare Division
Department of Health, Welfare
and Rehabilitation
201 South Fall Street
Carson City, Nevada 89701

NEW HAMPSHIRE
Commissioner
Dept. of Health and Welfare
State House Annex
Concord, N. H. 03301

Attention: Director
Division of Welfare
1 Pillsbury Street
Concord, N. H. 03301

NEW JERSEY
Commissioner
Department of Institutions
and Agencies
P. O. Box 1237
Trenton, New Jersey 08625

NEW MEXICO
Executive Director
New Mexico Health and Social
Services Department
P. O. Box 2348
Santa Fe, New Mexico 87501

NEW YORK
Commissioner
State Dept. of Social Services
1450 Western Avenue
Albany, New York 12203

NORTH CAROLINA
Commissioner
State Dept. of Social Services
Education Building
P. O. Box 2599
Raleigh, N. C. 27602

NORTH CAROLINA (Cont'd)
Executive Director
North Carolina Commission
for the Blind
P. O. Box 2658
Raleigh, N. C. 27602

NORTH DAKOTA
Executive Director
Public Welfare Board of
North Dakota
Bismarck, North Dakota 58501

OHIO
Director
State Dept. of Public Welfare
408 East Town Street
Columbus, Ohio 43215

OKLAHOMA
Director of Institutions, Social
and Rehabilitative Services
Department of Institutions,
Social and Rehabilitative
Services
P. O. Box 25352
Oklahoma City, Okla. 73125

OREGON
Administrator
State Public Welfare Division
422 Public Service Building
Salem, Oregon 97310

PENNSYLVANIA
Secretary
Department of Public Welfare
Health and Welfare Building
Harrisburg, Pa. 17120

PUERTO RICO
Secretary
Department of Social Services
P. O. Box 9342
Santurce, Puerto Rico 00908
Attention: Director,
Division of Public Welfare

RHODE ISLAND
Director
Department of Social and
Rehabilitative Services
1 Washington Avenue
Providence, R. I. 02905

SOUTH CAROLINA
Director
Department of Public Welfare
P. O. Box 1520
Columbia, S. C. 29202

SOUTH DAKOTA
Director
Department of Public Welfare
State Office Building
Pierre, S. D. 57501

TENNESSEE
Commissioner
State Dept. of Public Welfare
Nashville, Tennessee 37219

TEXAS
Commissioner
State Dept. of Public Welfare
J. H. Reagen Building
Austin, Texas 78701

UTAH
Executive Director
Utah Department of Social
Services
221 State Capitol
Salt Lake City, Utah 84111

VERMONT
Commissioner
Dept. of Social Welfare
State Office Building
Montpelier, Vermont 05602

VIRGINIA
Director
State Department of Welfare
and Institutions
429 South Belvidere Street
Richmond, Va. 23220

Director
Commission for the Visually
Handicapped
3003 Parkwood Avenue
Richmond, Va. 23221

VIRGIN ISLANDS
Commissioner
Dept. of Social Welfare
Charlotte Amalie
St. Thomas, V. I. 00801

WASHINGTON
Secretary
Department of Social and
Health Services
P. O. Box 1162
Olympia, Washington 98501

WEST VIRGINIA
Commissioner
Department of Welfare
1800 Washington Street, East
Charleston, W. Va. 25305

WISCONSIN
Secretary
Wisconsin Department of Health
and Social Services
1 West Wilson Street
Madison, Wisconsin 53702

Administrator
Division of Family Services
Wisconsin Department of Health
and Social Services
1 West Wilson Street
Madison, Wisconsin 53702

WYOMING
Administrator
Division of Public Assistance
and Social Services
Department of Health and
Social Services
State Office Building
Cheyenne, Wyoming 82001

USE OF MILITARY RESOURCES IN SUMMER YOUTH PROGRAMS

The Department of Defense has actively contributed to summer youth programs throughout the United States for a number of years. The types of military resources that communities may request for such programs, and the procedures necessary to secure these resources when they can be provided by local military commanders, are briefly described below:

1. Military Domestic Action Programs -- Most Department of Defense programs relevant to summer youth activities are conducted for community relations purposes, at minimal or no cost to participants. These include parades, displays, drills, tours, concerts and special ceremonies, and limited use of facilities such as swimming pools, gymnasiums, and playing fields. When community use of a defense recreation facility is arranged, equipment such as baseballs and bats, volleyballs, nets, etc., may or may not be available from the defense installation, depending on the local situation. Similarly, military transportation may be provided to transport participants to, from and on military installations for the purpose of taking part in these activities, depending on availability and subject to military needs, which take precedence.

Information on local military domestic action programs that may be associated with youth programs may be obtained directly from the local base commander or the action officer he has designated to deal with such requests. A list of Department of Defense Regional contacts for the major U.S. cities is attached.

2. Use of Military Facilities for Extended Camping, Recreation or Other Programs -- Where the use of Department of Defense property is desired for Youth Opportunity Programs other than as a part of a Department of Defense Domestic Action Program, the Defense Department and the Office of Economic Opportunity have agreed on procedures whereby military personal property (mess equipment, tents, blankets, etc.) and facilities on installations may be loaned on a reimbursable basis to the OEO, for the purpose of making these resources available for local community youth programs operated by non-Federal organizations. The Office of Economic Opportunity may serve, in effect, as the Federal sponsor or intermediary, to permit the Department of Defense to lend

these facilities to Community Action Agencies or their delegate agencies. As with the Department's Domestic Action Program, use of these resources depends on their availability for non-military purposes. The military commanders reserve the right to determine if, when and what resources can be made available in support of the President's Youth Opportunity Program.

In cities that have a Mayor's Council on Youth Opportunity, local military base commanders have designated a liaison officer or officers to the Council to facilitate military cooperation in local youth programs. Where no such Council exists, the Commanders of military installations often have designated action officers to deal with youth program matters. Organizations interested in securing use of military resources in their programs on a loan, cost-reimbursable basis, should first contact the agency. Where neither of these bodies exist, contact should be made with the local government, which will determine the priority of local organization requests. Local military commanders will determine availability of resources requested.

When it has been established that the resource is available, the interested organization should present a fully detailed plan for its use, including a statement that it has sufficient financial resources to defray necessary expenses, and that necessary insurance has been secured, to the local Community Action Agency, through the local Mayor's Council on Youth Opportunity or its equivalent. Local Community Action Agencies have been informed of the procedures necessary for securing loan of the military resources in question, and will act as the local OEO contact in these matters. Questions may also be referred to the Summer Youth Program Specialist at the OEO Regional Office serving the locality or the youth program action officer at the local military installation.

The Department of Defense has designated each local commanding officer, or his designee, as its official agent in the loan of such resources, and the OEO has designated the local Community Action Agency director as its administering agent for this purpose. Mayors' Councils on Youth Opportunity and local base commanders will receive reference copies of a Department of Defense Directive to be issued concerning Department of Defense Support of the President's Youth Opportunity Programs.

For more information, see Department of Defense Directive 5030.37, dated May 21, 1970.

DEPARTMENT OF DEFENSE DOMESTIC ACTION REGIONAL COORDINATORS

AKRON
Navy Plant Representative
Goodyear Air Space Corp.
Tel: 216/794-2482

ATLANTA
Assistant Special Services Officer
Fort McPherson, Georgia
Tel: 404/752-3767

BALTIMORE
Post S-1
Fort Holabird, Maryland
Tel: 301/527-2225

BIRMINGHAM
Commanding Officer
Naval & Marine Corps Reserve
Training Center
Tel: 205/786-5213

BOSTON
Commandant
1st Naval District
Tel: 617/542-5100, Ext. 300

BUFFALO
Commanding Officer
Naval & Marine Corps Reserve
Training Center
Niagara Falls, Buffalo, N. Y.
Tel: 716/883-1016

CHICAGO
Commanding Officer
Naval Reserve Training Center
Tel: 312/642-7733

CINCINNATI
Commanding Officer
Navy & Marine Corps Reserve
Training Center
Tel: 513/221-0138

CLEVELAND
Commanding Officer
U. S. Navy Finance Center
Tel: 216/522-5511

COLUMBUS, OHIO
Civilian Personnel Officer
Defense Construction Sup. Ctr.
Tel: 614/632-2236

DADE COUNTY, FLA.
Personnel Services Officer
Homestead AFB, Florida
Tel: 305/351-8404

DALLAS
Commanding Officer
Naval Air Station
Tel: 214/AN 2-5161, Ext. 240

DAYTON
Base Recreation Director
Wright-Patterson AFB, Ohio
Tel: 513/257-3565, Ext. 73565

DENVER
Commanding Officer
Rocky Mountain Arsenal
Tel: 303/233-3611, Ext. 8666

DETROIT
Information Officer
U. S. Army Tank-Automotive
Command
Tel: 313/756-1000, Ext. 22137

EL PASO
Acting Special Services Officer
Fort Bliss, Texas
Tel: 915/568-3487

FAYETTEVILLE, N. C.
Chief, Sports & Recreation Div.
Headquarters, Fort Bragg, N. C.
Tel: 919/396-4531

FORT WORTH
Personnel Services Officer
7th Combat Support Group
Carswell AFB, Texas
Tel: 816/TE 8-3511, Ext. 8711

GARY
Commanding Officer
Navy & Marine Corps Reserve
Training Center
Tel: 219/938-3493

HAWAII
District Inspector General
Headquarters, 14th Nav Dist.
Box 110
FPO San Francisco 98770
Tel: 27138 or 32225

HOUSTON
Civilian Personnel Officer
Ellington AFB, Texas
Tel: 713/729-3350, Ext. 2517

INDIANAPOLIS
Commanding Officer
Fort Benjamin Harrison, Ind.
Tel: 317/546-9211, Ext. 3139

JERSEY CITY/NEWARK
Commanding Officer
Navy International Logistics
Control Office
Bayonne, N. J.
Tel: 201/439-7301

KANSAS CITY
Commanding Officer
Richards-Gebaur AFB, Mo.
Kansas City, Missouri
Tel: 816/631-1430, Ext. 2500

LONG BEACH/LOS ANGELES
Commander, Naval Base
Tel: 213/832-3311, Ext. 201

LOUISVILLE
Special Services Officer
Fort Knox, Kentucky
Tel: 502/624-1181, Ext. 41256

MEMPHIS
Commanding Officer
Naval Air Technical Training
Command
Tel: 901/872-1711, Ext. 633

MILWAUKEE
Commanding Officer
Navy & Marine Corps Reserve
Training Center
Tel: 414/744-9764

MINNEAPOLIS/ST. PAUL
Commanding Officer
Navy & Marine Corps Reserve
Training Center
Tel: 612/726-9391

MONTEREY, CALIF.
Community Relations Officer
Headquarters, Fort Ord, Calif.
Tel: 408/242-5933

NEWARK
Coordinated with Jersey City

NEW ORLEANS
Commanding Officer
Naval Air Station
Tel: 504/366-2361, Ext. 201

NEWPORT NEWS, VA.
Special Services Officer
Headquarters, Fort Eustis, Va.
Tel: 203/878-2203

NEW YORK CITY
Commandant, Headquarters
3rd Naval District
Tel: 212/264-7287

NORFOLK
Chief of Staff
5th Naval Dist.
Tel: 703/244-7653

OAKLAND
Commanding Officer
Naval Supply Center
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TOLEDO
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Tel: 419/726-3451

TULSA
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Military District of Washington
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ACQUISITION AND USE OF GOVERNMENT-OWNED EXCESS PERSONAL PROPERTY IN YOUTH DEVELOPMENT PROGRAMS

The General Services Administration and the Office of Economic Opportunity have established procedures whereby local communities may apply for use of government-owned excess personal property in Youth Development Programs. Following are the procedures for securing these resources, when they are available:

1. The Office of Economic Opportunity has allocated funds for Youth Development Programs through its Regional Offices and local Community Action Agencies. As a Federal agency, the OEO is permitted to acquire government-owned excess personal property for use in congressionally-authorized activities. The OEO has determined that, in the interest of program quality and efficiency, the personal property requirements of those local Community Action Agencies carrying on Youth Development Program activities should be fulfilled through the use of government-owned excess personal property to the extent possible. The OEO uses local Community Action Agencies as the vehicles by which these facilities will be made available to local communities.

2. Procedure -- To facilitate the acquisition of excess personal property for these purposes, the OEO permits local Community Action Agencies or delegate agencies to notify the appropriate Regional Office of the General Services Administration of its personal property needs. The GSA Regional Offices and the name of the GSA official who may be contacted are listed below. Contacts may be made by letter, visit, or phone. The GSA Regional Offices will review excess personal property that is currently available and advise the local Community Action Agency or designate agency of needed items which are found to be immediately available and the locations of each item. It thereupon becomes the obligation of the applicant local organization to either (1) prepare an official Excess Property Transfer Order, Standard Form 122, or (2) request the appropriate Regional Property Administrator of the OEO to initiate a Standard Form 122. OEO Regional Property Administrators are also listed below. Physical inspection of the property by the applicant is urged prior to submission of a Standard Form 122.

The field official of the OEO will review the application for excess personal property submitted by the local Community Action Agency and, if the requirements are considered justified, he will approve the order by signing the Standard Form 122 as an authorized Federal official of the OEO. The GSA Regional Offices cannot accept a Standard Form 122 for excess personal property in this connection unless it carries the signature of a Federal officer authorized to order such property on behalf of his Agency.

The GSA Regional Office will approve the Standard Form 122, unless the property is allocated for some other Federal need, and the approved Standard Form 122 will be sent to the OEO official who signed the document. Any costs of packing, shipping, and transportation involved are the responsibility of the OEO.

3. Accountability for Acquired Excess Property -- Excess property acquired by the OEO for use in Youth Development Program activities remains the property of the Federal Government, and accountability will be maintained by OEO, depending on the contract or grant involved. The OEO has published procedures and requirements (CAP Guide, Volume V, Chapter III) which must be followed by local operating organizations in acquiring, using, and returning government-owned excess personal property obtained from excess sources.

4. Excess Property Availability -- The volume, types, and condition of personal property determined excess by Federal agencies vary from month to month. To save time and effort at a local level, it should be noted that certain types of items very seldom are available in serviceable condition in excess inventory. These scarce items include blankets, sports, and game equipment, sleeping bags, cots, mattresses, and food service equipment.

OEO REGIONAL PROPERTY ADMINISTRATORS

Region I: Lawrence Kinsella, 575 Technology Squire, Cambridge, Massachusetts 02139. Tel: 617/223-4027.

States Served: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Region II: Albert Alba, 120 Church Street, New York, New York 10007. Tel: 212/264-2225.

States Served: New Jersey, New York, Puerto Rico, Virgin Islands

Region III: Regional Property Administrator, U. S. Customs House, 2nd & Chestnut Street, Philadelphia, Pennsylvania 19106. Tel: 215/597-2087.

States Served: Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia

Region IV: Regional Property Administrator, 730 Peachtree Street, N. E., Atlanta, Georgia 30308. Tel: 404/526-3238.

States Served: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

Region V: Regional Property Administrator, 623 South Wabash Avenue, Chicago, Illinois 60605. Tel: 312/353-6027.

States Served: Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin

Region VI: William A. Stockman, 1100 Commerce Street, Dallas, Texas 75202. Tel: 214/749-1321.

States Served: Arkansas, Louisiana, New Mexico, Oklahoma, Texas

Region VII: Isaiah Celestine, 911 Walnut Street, Kansas City, Missouri 64106. Tel: 816/374-3361.

States Served: Iowa, Kansas, Missouri, Nebraska

Region VIII: William D. O'Berry, 3888 E. 45th Avenue, Denver, Colorado 80216. Tel: 303/297-3784.

States Served: Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming

Region IX: Loui F. Rocha, 100 McAllister Street, San Francisco, California 94102. Tel: 415/556-6337.

States Served: Arizona, California, Hawaii, Nevada

Region X: Alexander Hicks, Arcade Building, 1321 Second Avenue, Seattle, Washington 98104. Tel: 206/583-4920.

States Served: Alaska, Idaho, Oregon, Washington

CHIEFS, UTILIZATION BRANCHES
GSA REGIONAL OFFICES

Region I: Joseph P. Kelley, Chief, Utilization Branch, Post Office and Courthouse, Boston, Massachusetts, 02109. Tel: 617/223-2686.

States Served: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Region II: Charles Dell Elba, Chief, Utilization Branch, Federal Building, 26 Federal Plaza, New York, New York, 10007. Tel: 212/264-2623.

States Served: Delaware, New Jersey, New York, Pennsylvania, Puerto Rico, Virgin Islands

Region III: Vincent L. Evans, Chief, Utilization Branch, GSA Region 3, 7th and D Streets, S.W., Washington, D.C., 20407. Tel: 202/962-3371.

States Served: District of Columbia, Maryland, Virginia, West Virginia

Region IV: Joseph A. Meyer, Chief, Utilization Branch, 1776 Peachtree Street, N.W., Atlanta, Georgia, 30309. Tel: 404/526-5523.

States Served: Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee

Region V: Joseph J. Burkhardt, Chief, Utilization Branch, 219 South Dearborn Street, Chicago, Illinois, 60604. Tel: 312/353-6062.

States Served: Illinois, Indiana, Kentucky, Michigan, Ohio, Wisconsin

Region VI: Howard T. Adkison, Chief, Utilization Branch, 1500 East Bannister Road, Kansas City, Missouri, 64131. Tel: 816/361-7585.

States Served: Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota

Region VII: Max P. Perkins, Chief, Utilization Branch, 819 Taylor Street, Fort Worth, Texas, 76102. Tel: 817/334-2341.

States Served: Arkansas, Louisiana, Oklahoma, Texas

Region VIII: Edward H. Lowe, Chief, Utilization Branch, Building 41, Denver Federal Center, Denver, Colorado, 80225. Tel: 303/233-8857.

States Served: Arizona, Colorado, New Mexico, Utah, Wyoming

Region IX: William V. Jordan, Chief, Utilization Branch, 450 Golden Gate Avenue, Box 36084, San Francisco, California, 94102. Tel: 415/556-5846.

States Served: California, Hawaii, Nevada

Region X: H. K. Quinn, Chief, Utilization Branch, GSA Center, Auburn, Washington, 98002. Tel: 206/833-5481.

States Served: Alaska, Idaho, Montana, Oregon, Washington

REGIONAL CONTACTS, OFFICE OF ECONOMIC OPPORTUNITY PROGRAMS

The Regional Offices of the Office of Economic Opportunity can provide information on overall planning, coordination, anf funding of Head Start, VISTA, Upward Bound, etc. Each Regional Office also has designated a Youth Development Program Coordinator.

Region I: Robert E. Fulton, Regional Director, 575 Technology Square, Cambridge, Massachusetts 02109. Tel: 617/223-3690.

VISTA -- John F. Torian, 617/223-4014
Youth -- James A. Manaman, 617/223-2693

States Served: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Region II: Angel Rivera, Regional Director, 120 Church Street, New York, New York 10007. Tel: 212/264-1900.

VISTA -- Vacant, 212/264-2900
Youth -- Ron Moss, 212/264-1936

States Served: New Jersey, New York, Puerto Rico, Virgin Islands

Region III: Dr. W. Astor Kirk, Regional Director, U. S. Customs House, 2nd & Chestnut Street, Philadelphia, Pennsylvania 19106. Tel: 215/597-2049.

VISTA -- Vincent Godwin, 215/597-7757
Youth -- Gary Grunder, 215/597-7612

States Served: Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia

Region IV: Roy Batchelor, Regional Director, 730 Peachtree Street, N. E., Atlanta, Georgia 30308. Tel: 404/526-3172.

VISTA -- Vacant, 404/526-3337
Youth -- Al Roberts, 404/526-3526

States Served: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

Region V: Wendell Verduin, Regional Director, 623 South Wabash Avenue, Chicago, Illinois 60605. Tel: 312/353-5562.

VISTA -- Alfred Johnson (Acting), 312/353-7498
Youth -- Barbara Gagel, 312/353-5982

States Served: Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin

Region VI: James W. Griffith, Regional Director, 1100 Commerce Street, Dallas, Texas 75202. Tel: 214/749-1301.

VISTA -- Edward De La Rosa, 214/749-1361
Youth -- William Blakely, 214/749-1301

States Served: Arkansas, Louisiana, New Mexico, Oklahoma, Texas

Region VII: Samuel J. Cornelius, Regional Director, Old Federal Office Building, 911 Walnut Street, Kansas City, Missouri 64106. Tel: 816/374-3761.

VISTA -- Harold McQuiston (Acting), 816/374-2267
Youth -- Wayne Thomas, 816/374-3081

States Served: Iowa, Kansas, Missouri, Nebraska

Region VIII: Sam Martinez, Regional Director, 3888 E. 45th Avenue, Denver, Colorado 80216. Tel: 303/297-4767.

VISTA -- Gilbert Roman, 303/837-4256
Youth -- Art Cota, 303/297-3211

States Served: Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming

Region IX: H. Rodger Betts, Regional Director, 100 McAllister Street, San Francisco, California 94102. Tel: 415/556-5400.

VISTA -- Carl Ehmann, 415/556-8970
Youth -- Paul Katz, 415/556-5569

States Served: Arizona, California, Hawaii, Nevada

Region X: Thomas H. Mercer, Regional Director, Arcade Building, 1321 Second Avenue, Seattle, Washington 98104. Tel: 206/583-4910.

VISTA -- Charles Brown, 206/583-4975
Youth -- Mr. Sharon Hatch, 206/583-4950

States Served: Alaska, Idaho, Oregon, Washington

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REGIONAL CONTACTS, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

For information on overall matters of legislation, programs, and funding by the U. S. Department of Health, Education, and Welfare, youth coordinators should contact the Regional HEW Directors listed below. Each HEW Regional Office has designated a Youth Opportunity Coordinator to provide information and assistance to communities in identifying resources and further reference contacts in State and Federal agencies.

Region I: Harold Putman, John F. Kennedy Federal Building, Government Center, Boston, Massachusetts 02203. Tel: 617/223-6831.

States Served: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont.

Region II: Bernice L. Bernstein, Federal Building, 26 Federal Plaza, New York, New York 10007. Tel: 212/264-4600.

States Served: New Jersey, New York, Puerto Rico, Virgin Islands.

Region III: Bernard V. McCusty, 410 North Broad Street, P. O. Box 12900, Philadelphia, Pennsylvania 19108. Tel: 215/597-9050.

States Served: Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia.

Region IV: Frank J. Groschelle, III, Peachtree-Seventh Building, 50 Seventh Street, N. W., Atlanta, Georgia 30323. Tel: 404/526-5817.

States Served: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee.

Region V: Harold Booth, New Post Office Building, 433 West Van Buren Street, Room 712, Chicago, Illinois 60607. Tel: 312/353-5160.

States Served: Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin.

Region VI: Howard McMahon, 1114 Commerce Street, Dallas, Texas 75202. Tel: 214/749-3396.

States Served: Arkansas, Louisiana, New Mexico, Oklahoma, Texas.

Region VII: Max Mills, Federal Office Building, 601 East 12th Street, Kansas City, Missouri 64106. Tel: 816/374-3436.

States Served: Iowa, Kansas, Missouri, Nebraska.

Region VIII: William T. Van Orman, Federal Office Building, 19th & Stout Streets, Denver, Colorado 80202. Tel: 303/837-3373.

States Served: Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming.

Region IX: Robert Coop, Federal Office Building, 50 Fulton Street, San Francisco, California 94102. Tel: 415/556-6746.

States Served: Arizona, California, Hawaii, Nevada.

Region X: Bernard E. Kelly, Arcade Building, 1321 Second Avenue, Seattle, Washington 98101. Tel: 206/583-0420.

States Served: Alaska, Idaho, Oregon, Washington.

HUD REGIONAL ADMINISTRATORS
DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

The Department of Housing and Urban Development makes grants and loans to localities for a number of different specific purposes, including Urban Renewal, Community Renewal, Urban Planning Assistance, Neighborhood Facilities, Rehabilitation Aid, Open Space and Urban Beautification, Public Facilities and Comprehensive Planning.

Many of these programs have potential use in the youth programs. For information on such potential uses, youth coordinators should contact the following Regional Administrators of HUD:

Region I: James J. Barry, Room 505, J. F. Kennedy Building, Boston, Massachusetts 02203. Tel: 617/223-4066.

States Served: Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island.

Region II: S. William Green, 26 Federal Plaza, New York, New York 10007. Tel: 212/264-8068.

States Served: New York, New Jersey, Puerto Rico, Virgin Islands.

Region III: Warren Thelàn, Widener Building, 1339 Chestnut Street, Philadelphia, Pennsylvania 19107. Tel: 215/597-2560.

States Served: Pennsylvania, Delaware, Maryland, District of Columbia, Virginia, West Virginia.

Region IV: Edward H. Baxter, Peachtree-Seventh Builting, Atlanta, Georgia 30323. Tel: 404/526-5585.

States Served: North Carolina, South Carolina, Georgia, Florida, Kentucky, Alabama, Tennessee, Mississippi.

Region V: George J. Vavoulis, 360 N. Michigan Avenue, Chicago, Illinois 60601. Tel: 312/353-5680.

States Served: Minnesota, Wisconsin, Illinois, Michigan, Indiana, Ohio.

Region VI: Richard Morgan, Federal Offfice Building, 819 Taylor Street, Fort Worth, Texas 76102. Tel: 817/334-3475.

States Served: New Mexico, Oklahoma, Texas, Arkansas, Louisiana.

Region VII: Harry T. Morley, Jr., Federal Office Building, Room 271, Kansas City, Missouri 64106. Tel: 816/374-2661.

States Served: Nebraska, Iowa, Kansas, Missouri.

Region VIII: Robert C. Rosenhiem, 1050 South Broadway, Denver, Colorado 80209. Tel: 303/837-4061.

States Served: Montanat, Wyoming, Utah, South Dakota, North Dakota, Colorado.

Region IX: Robert H. Baida, P. O. Box 36003, San Francisco, California 94102. Tel: 415/556-4752.

States Served: California, Nevada, Arizona, Hawaii, Territory of Guam, American Samoa.

Region X: Oscar P. Pederson, Arcade Plaza Building, Room 226, Seattle, Washington 98101. Tel: 206/583-5415.

States Served: Alaska, Washington, Oregon, Idaho.

OFFICE OF EDUCATION REGIONAL COMMISSIONERS

The Department of Health, Education and Welfare's Office of Education Regional Commissioners are helpful contacts for information on Federal education programs. Most particularly, the College Work Study grant applications must be submitted by colleges and universities to their Regional Office of Education.

Region I: William T. Logan, Jr., Regional Commissioner, Office of Education/DHEW, John Fitzgerald Kennedy Federal Building. Boston, Massachusetts 02203.
Tel: 617/223-7205.

States Served: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont.

Region II: Dr. Joseph L. Hendrick, Acting Regional Commissioner, Office of Education/DHEW, Federal Building, 26 Federal Plaza, New York, New York 10007. Tel: 212/264-4370.

States Served: New York, New Jersey, Puerto Rico, Virgin Islands.

Region III: Dr. Walker F. Agnew, Regional Commissioner, Office of Education/DHEW, P. O. Box 12900 (401 N. Broad Street), Philadelphia, Pennsylvania 19108. Tel: 215/597-7707.

States Served: Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia.

Region IV: Dr. Charles J. Martin, Regional Commissioner, Office of Education/DHEW, 50 Seventh Street, N.E., Room 550, Atlanta, Georgia 30323. Tel: 404/526-5087.

States Served: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee.

Region V: Dr. Joseph A. Murnin, Acting Regional Commissioner, Office of Education/DHEW, 226 West Jackson Blvd., Room 404, Chicago, Illinois 60606. Tel: 312/353-5215.

States Served: Illinois, Indiana, Minnesota, Michigan, Ohio, Wisconsin.

Region VI: Dr. George D. Hann, Acting Regional Commissioner, Office of Education/DHEW, 1114 Commerce Street, Dallas, Texas 75202. Tel: 214/749-2635.

States Served: Arkansas, Louisiana, New Mexico, Oklahoma, Texas.

Region VII: Billy R. Reagan, Regional Commissioner, Office of Education/DHEW, 601 East 12th Street, Kansas City, Missouri 64106. Tel: 816/374-2276.

States Served: Iowa, Kansas, Missouri, Nebraska.

Region VIII: Dr. Lewis R. Crum, Acting Regional Commissioner, Office of Education/DHEW, Federal Office Bldg., Room 9017, 1961 Stout Street, Denver, Colorado 80202.
Tel: 303/837-3544.

States Served: Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming.

Region IX: Dr. Paul F. Lawrence, Regional Commissioner, Office of Education/DHEW, Phelan Building, 760 Market Street, San Francisco, California 94102.
Tel: 415/556-4921.

Region X: William E. McLaughlin, Regional Commissioner, Office of Education/DHEW, Arcade Plaza Building, 1321 Second Avenue, Seattle, Washington 98101.
Tel: 206/583-0434.

States Served: Alaska, Idaho, Oregon, Washington.

REGIONAL MANPOWER REPRESENTATIVES, U.S. DEPARTMENT OF LABOR

Youth coordinators may obtain information and further reference contacts on Federally-funded manpower programs from the Regional Manpower Administrators of the U. S. Department of Labor listed below:

Region I: Lawrence W. Rogers, Room 1707, J. F. Kennedy Federal Building, Government Center, Boston, Massachusetts 02203. Tel: 617/223-6439, 6440.

States Served: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont.

Region II: Clayton J. Cottrell, 341 Ninth Avenue, New York, New York 10001. Tel: 212/971-5445.

States Served: New York, New Jersey, Puerto Rico, Virgin Islands.

Region III: J. Terrell Whitsitt, P. O. Box 8796, Philadelphia, Pennsylvania 19101. Tel: 215/438-5400.

States Served: Delaware, Maryland, Pennsylvania, Virginia, West Virginia.

Region IV: William U. Norwood, Jr., Room 700, 1371 Peachtree Street, N. E., Atlanta, Georgia 30309. Tel: 404/526-5411.

States Served: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee.

Region V: William D. Lewis, Room 748, Federal Building, 219 South Dearborn Street, Chicago, Illinois 60604. Tel: 312/353-4258.

States Served: Illinois, Indiana, Minnesota, Michigan, Ohio, Wisconsin.

Region VI: William T. Bailey, Room 308, Mayflower Building, 411 North Akard Street, Dallas, Texas 75201. Tel: 214/749-2721.

States Served: Arkansas, Louisiana, New Mexico, Oklahoma, Texas.

Region VII: William S. Harris, Room 3000, Federal Building, 911 Walnut Street, Kansas City, Missouri 64106. Tel: 816/374-3796.

States Served: Iowa, Kansas, Missouri, Nebraska.

Region VIII: Frank A. Potter, 16015 Federal Office Building, 1961 Stout Street, Denver, Colorado 80202. Tel: 303/837-3091.

States Served: Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming.

Region IX: Edward Aguirre, Federal Building, 450 Golden Gate Avenue, San Francisco, California 94102. Tel: 415/556-7414.

States Served: Arizona, California, Guam, Hawaii, Nevada.

Region X: Jess C. Ramaker, Smith Tower Building, Room 1911, Seattle, Washington 98104. Tel: 206/583-7700.

State Served: Alaska, Idaho, Oregon, Washington.

Region XI: Horace Holmes, 14th & E Streets, N. W., Room 220, Washington, D. C. 20004. Tel: 202/629-3663.

States Served: District of Columbia.

LOCAL CONTACTS FOR FEDERAL GOVERNMENT HIRING, RESOURCES

There are two major sources of information concerning the employment of disadvantaged youth in local Federal agencies and the use of local resources. These are:

Federal Executive Board or Association Chairmen -- For information on broad questions of policy related to the employment of disadvantaged youth in local Federal agencies, or for information on the use of Federal resources in his community, the youth coordinator should contact the chairman of the Federal Executive Board or Federal Executive Association. Only the larger cities have an FEB or FEA chairman. These are listed below.

Civil Service Commission Liaison Officials -- For information relating to the administration of youth opportunity employment programs in Federal agencies or for information on Civil Service Commission (CSC) regulations, the youth coordinator should contact the designated CSC liaison for his city or the CSC liaison official in the nearest city.

Chairmen, Federal Executive Boards, Associations

ABERDEEN
Rolf Wallenstrom
President
Aberdeen FEA
Supervisor, U.S. Fish
& Wildlife Service
115 -5th Ave., S.E.
Aberdeen, S.D. 57401

ALBANY
Nicholas Stockman
President
Capital District Federal
Executive Council
District Manager, Social
Security Administration
16 Park Street
Albany, N. Y. 12207

ALBUQUERQUE
Gen. H. C. Donnelly
Chairman
Albuquerque-Santa Fe FEB
Manager, A.E.C. Operations
P. O. Box 5400
Albuquerque, N. M. 87115

ALTOONA
Alfred Pick
President
Blair County FEA
Lingenfelter-Scott Bldg.
1200 -11th Avenue
Altoona, Pa. 16601

ANCHORAGE
Burton W. Silcock
President
Anchorage FEA
State Director, Bureau
of Land Management
555 Cordova Street
Anchorage, Alaska 99501

ASHEVILLE
A. J. Garner III
President
Asheville FEA
Postmaster, U.S. Post Office
Post & Otis Streets
Asheville, N. C. 28801

ATLANTA
Robert P. Bynum
Chairman
Atlanta FEB
Regional Commissioner
Social Security Administration
50 7th St., N.E., Rm. 246
Atlanta, Ga. 30323

AUSTIN
Ervin B. Osborn
President
Austin FEA
Director, Internal Revenue
Service
Southwest Service Center
3651 S. Interregional Highway
Austin, Texas 78741

BAKERSFIELD
Robert J. Springer
President
Bakersfield FEA
District Manager, Bureau
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Federal Bldg., Room 311
800 Truxtun Avenue
Bakersfield, Calif. 93301

BALTIMORE
Paul Lawrence, Chairman
Maryland FEB
Regional Commissioner, U.S.
Customs Service, Treasury
U. S. Customhouse
40 S. Gay Street
Baltimore, Md. 21202

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Miss Angelyn B. Mitchell
President
Billings FEA
District Manager, Social
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P. O. Box 2524
Billings, Montana 59103

BIRMINGHAM
Sterling B. Williams
President
Birmingham FEA
Regional Director, Wage &
Hour & Public Contracts
Divisions, DOL
1931 S. 9th Avenue
Birmingham, Ala. 35205

BOISE
Calvin E. Wright, President
Boise Federal Executive Council
District Director
Internal Revenue Service
P. O. Box 7728
Boise, Idaho 83707

BOSTON
Robert L. Abare, Chairman
Boston FEB
Regional Manager ICC
JFK Federal Bldg., Rm. 2211
Boston, Massachusetts 02203

BUFFALO
Robert Phillips, Chairman
Buffalo FEB
District Manager, Social
Security Administration
3660 Delaware Avenue
Kenmore, N.Y. 14217

CASPER
Harold Cooper
Casper Federal Executive
Council
State Conservationist
Soil Conservation Service
P.O. Box 340
Casper, Wyoming 82601

CHARLESTON
J. Gorman Thomas, Jr.
President
Federal Executive Assn. of
the Greater Charleston Area
Postmaster
U. S. Post Office
Charleston, S. C. 29403

CHARLESTON
Dale A. Patterson, Chairman
Federal Executive Assn. of
West Virginia
Manager, Charleston Area, GSA
500 Quarrier St., Rm. 3017
Charleston, W. Va. 25301

CHARLOTTE
B. T. Hyman, President
Charlotte Council of
Federal Agencies
Internal Revenue Service
BSR Bldg.
316 E. Morehead St.
Charlotte, N.C. 28202

CHEYENNE
John M. Demmer, President
Cheyenne Federal Executive
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Wyoming Division Engineer
Bureau of Public Roads
P.O. Box 1127
Cheyenne, Wyoming 82001

CHICAGO
Michael E. McGeoghegan
Chairman
Chicago FEB
Deputy Commissioner in Charge
Bureau of Public Debt
536 S. Clark St.
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CINCINNATI
Charles G. Keebler
Chairman
Greater Cincinnati FEB
IRS Central Region
550 Main St.
Cincinnati, Ohio 45202

CLEVELAND
Clay W. Hedges, Chairman
Cleveland FEB
Area Manager, Federal
Aviation Administration
21010 Center Ridge Rd.
Cleveland, Ohio 44116

COLUMBIA
J. William Douglas
President
Federal Executive Council
Postmaster, U.S. Post Office
1601 Assembly St.
Columbia, S.C. 29201

COLUMBUS
Mrs. Virginia Barfield
President
Columbus FEA
Executive Director, Office
of Economic Opportunity
P.O. Box 788
Columbus, Ga. 31902

COOS BAY
Harry Reynolds, President
FEA of Coos Bay
District Manager, Social
Security Administration
P. O. Box 270
Coos Bay, Oregon 97420

CORPUS CHRISTI
Russell P. Mozeney
President
South Texas FEA
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U. S. Weather Bureau
R.R. 2, Box 900
Corpus Christi, Texas 78380

DALLAS-FORTH WORTH
Jay H. Bolton, Chairman
Dallas-Ft. Worth FEB
Regional Administrator, GSA
Federal Office Bldg.
819 Taylor Street
Fort Worth, Texas 76102

DAYTON
James Illencik, Chairman
Dayton FEA
District Manager
Social Security Administration
333 W. First St.
Dayton, Ohio 45402

DENVER
Maurice D. Arnold, Chairman
Denver FEB
Regional Director, Bureau
of Outdoor Recreation
Building 41
Denver Federal Center
Denver, Colorado 80225

DES MOINES
John F. Hanlon, President
FEC of Greater Des Moines
District Director, Internal
Revenue Service
573 Federal Building
Des Moines, Iowa 50309

DETROIT
Col. William D. Dudley, USAF
Commander, Defense Contract
Administration Services Reg.
1580 E. Grand Blvd.
Detroit, Michigan 48211

EL CENTRO
Henry C. Felchlin, President
Imperial Valley FEA
P. O. Box 60
El Centro, California 92243

EL PASO
Herman Moore, President
El Paso Federal Business
Association
Chief Patrol Inspector
El Paso Sector Border Patrol
Immigration and Naturalization
Service
8901 Montana
El Paso, Texas 79925

EUGENE
Frank W. Charnholm, President
FEA of Lane County
Assistant District Manager
Social Security Administration
640 High St.
Eugene, Oregon 97401

FARGO
Frederick C. Kniskern
President
Fargo-Moorhead FEA
District Director
Internal Revenue Service
627 -2nd Ave., North
Fargo, N. D. 58102

FORT BENNING
T. A. Barefoot, President
Columbus FEA
Civilian Personnel Officer
Fort Benning, Ga. 31905

FORT LEWIS
Col. Lester B. Johnson
President
Tacoma Area FEA
Director of Personnel and
Community Activities
Headquarters, U.S. ATCI
Ft. Lewis, Wn. 98433

FRESNO
Douglas E. Geren, President
Fresno FEA
County Supervisor
Farmers Home Administration
1130 "O" Street
Fresno, Calif. 93721

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George McGraith, Jr.
President
Greensboro FEA
Federal Aviation Administration
P.O. Box 8147
Greensboro, N. C. 27410

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Major J. C. Click, President
Greenville FEA
Marine Corps Reserve
57 Rifle Company
426 N. Main Street
Greenville, S. C. 29601

HAMILTON
Dr. Herbert G. Stoenner
President
Missoula Federal Business
Association
Director, Rocky Mountain
Laboratory
Public Health Service
Hamilton, Montana 59840

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A. Raymond Boudreau
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Greater Hartford Federal
Executive Council
Supervising Investigator
Civil Service Commission
Rm. 717, Federal Bldg.
450 Main Street
Hartford, Conn. 06103

HATO REY
David M. Rayner, President
Federal Business Assn.
Director's Representative
Office of International
Operations
Internal Revenue Service
Fourth Floor
255 Ponce de Leon Ave.
Hato Rey, P. R. 00917

HELENA
Dr. J. H. Slack, President
Helena Federal Business Assn.
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616 Helena Ave.
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H. Tucker Cratz, Chairman
Honolulu FEB
Director, Honolulu Field Office
Department of Commerce
Suite 286
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Honolulu, Hawaii 96813

HOUSTON
Perch J. Mims, President
Houston Area Federal
Business Association
Manager, Veterans Administration Regional Office
515 Rusk Street
Houston, Texas 77061

IDAHO FALLS
William L. Ginkel, President
Upper Snake River FEA
Manager, Idaho Operations
Office
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P. O. Box 2108
Idaho Falls, Idaho 83401

INDIANAPOLIS
Hollis Hopkins, President
Indianapolis Council of
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Area Manager, General
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507 U. S. Post Office &
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Indianapolis, Ind. 46204

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James L. Davis, President
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State Director, Selective
Service System
4785 Interstate 55 North
Jackson, Miss. 39206

JACKSONVILLE
Douglas B. Mc Allister
President
Jacksonville FEA
Small Business Administration
400 West Bay St.
Jacksonville, Fla. 32202

KANSAS CITY
Milton F. Morales
Chairman
Kansas City FEB
Director, FHA Insuring Office
601 E. 12th St., Box 15568
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KLAMATH FALLS
Wilbur W. Womer, President
Klamath Basin Federal Council
District Manager, Social
Security Administration
Klamath Falls, Ore. 97601

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Allan Nickels, President
Federal Executive Association
Officer in Charge
U.S. Dept. of Agriculture
900 W. Ottawa
Lansing, Mich. 48915

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Mississippi Coast Association
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Los Angeles FEB
Director, Data Processing
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1100 Wilshire Blvd.
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LITTLE ROCK
Herbert R. Louks, President
Little Rock FEA
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Social Security Administration
1425 Federal Office Bldg.
Little Rock, Ark. 72201

LOUISVILLE
Icen E. Wilson, President
Louisville FEA
Manager, Social Security
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620 S. Fifth Street
Louisville, Ky. 40202

MACON
Forrest A. Hartley, Jr.
President
Federal Executive Assn.
Officer in Charge
U. S. Post Office
Macon, Ga. 31201

MEDFORD
Russell W. Roseborough
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Business Association
Sub-Sector Chief, FAA
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James A. Atkinson, President
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Chairman, DOT Field
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P. O. Box 2014
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Miles City Council of
Federal Agencies
Director, Veterans Admin.
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Miles City, Mont. 59301

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Joseph J. Mulone, President
Federal Officials Assn.
Director, Veterans Admin.
Regional Office
342 N. Water St.
Milwaukee, Wisc. 53202

MINNEAPOLIS-ST. PAUL
Willard W. Fryhofer
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Minneapolis-St. Paul FEB
Division Engineer
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461 Rice St.
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218 St. Francis St.
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MONTGOMERY
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Montgomery Association of
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Financial Manager
Bureau of Public Roads
441 High Street
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NASHVILLE
Joseph P. Walsh, President
Middle Tennessee FEA
District Manager
Social Security Administration
1600 Haves Street
Nashville, Tenn. 37203

NEWARK
Ruben Cohen
FEB Chairman
Director, VA Hospital
East Orange, N. J. 07019

NEW HAVEN
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1227 Chapel St.
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Chairman
New Orleans FEB
District Commander
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Custhomhouse
423 Canal Street
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George M. Gary, Chairman
FEB Director, Eastern Region
FAA, Federal Building
J. F. K. International Airport
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Rear Admiral J. O. Cobb, USN
President, FEA of the Greater
Tidewater Area of Virginia
Commandant, 5th Naval District
Norfolk, Virginia 23511

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Oklahoma City Federal
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Director, VA Hospital
921 N. E. 13th St.
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Omaha-Lincoln FEA
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Savannah FEA
Civilian Personnel Officer
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P. O. Box 51
Parris Island, S. C. 29905

PATRICK AFB
Mrs. Mary B. Fouraker
President, Canaveral Federal
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Air Traffic Representative
Records Management Officer
P. O. Box 4888
Patrick Air Force Base
Florida 32925

PENSACOLA
Captain Silas R. Johnson, USN
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Pensacola FEA
Commanding Officer
Naval Air Station
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Edmond Sabatini, Chairman
Philadelphia FEB
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Phoenix FEA
Resident Attorney
National Labor Relations Board
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Frank Finison, President
Rapides Parish FEA
Forest Supervisor
Kisatchie National Forest
2500 Shreveport Highway
Pinesville, La. 71360

PITTSBURGH
Henry Shore, Chairman
Greater Pittsburgh FEB
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National Labor Relations Bd.
1536 Federal Bldg.
1000 Liberty Avenue
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PORTLAND
Arthur Doile, President
Maine Council of Federal
Agencies
Director, Economic Devel.
Administration
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157 High St.
Portland, Maine 04101

PORTLAND
John D. Findlay, Chairman
Portland FEB
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Fish & Wildlife Service
Bureau of Sport Fisheries
& Wildlife, Interior
P. O. Box 3737
Portland, Oregon 97208

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Harry Kizirian, Chairman
Greater Providence Federal
Executive Council
Postmaster, U.S. Post Office
Providence, R. I. 02904

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Clayton C. Feldhausen
President
Federal Business Association
Station Director
Federal Aviation Admin.
Rapid City, S. D. 57701

RENO
M. E. Lewis, President
Reno Area Federal
Executive Council
Postmaster, U.S. Post Office
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RICHLAND
R. B. Land, Chairman
Blue Mountain Federal
Executive Association
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Rm. 743, Federal Office Bldg.
Richland, Wn. 99352

RICHMOND
R. E. Schoenenberger
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Richmond FEA
P. O. Box 10127
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ROANOKE
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Roanoke Area FEA
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U.S. Dept. of Labor
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ROCHESTER
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107 Clinton Avenue, North
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SALEM
Robert Kirkpatrick, President
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Meteorologist in Charge
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Weather Bureau, P.O. Box 2289
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SALT LAKE CITY
Garth T. Poulson
President
Utah FEA
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Salt Lake City, Utah 84101

SAN ANTONIO
Francis B. Roser
President
San Antonio FEA
Executive Officer
LAB of U. S. Civil Service
Examiners for S. Texas
Federal Bldg.
San Antonio, Texas 78203

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John W. Quimby, Chairman
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Regional Director
Small Business Administration
110 W. C Street, Suite 705
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SAN FRANCISCO
Charles A. Roumasset
Regional Director
Bureau of Labor Statistics
Department of Labor
415 Golden Gate Ave., Box 36017
San Francisco, Calif. 94102

SEATTLE
Robert O. Blanchard, Chairman
Seattle FEB
Area Manager
Federal Aviation Administration
FAA Building, Boeing Field
Seattle, Wash. 98108

SHREVEPORT
Colonel Ira M. Stepp, President
Shreveport-Bossier City FEA
Base Commander
Barksdale Air Force Base
Shreveport, La. 71110

SIOUX FALLS
Kenneth Clark, President
Sioux Falls FEA
Meteorologist in Charge
Environmental Science Services Administration
Weather Bureau, Joe Foss Field
Sioux Falls, S. D. 57104

SPOKANE
Clyde Brookman, President
Spokane FEA
Chief, Airways Facilities Sector, FAA
Terminal Bldg., Rm. 202
Spokane International Airport
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ST. LOUIS
Rear Admiral Russell Waesche
Chairman
St. Louis FEB
Commander, Second Coast Guard District, DOT
1520 Market St.
St. Louis, Mo. 63103

SYRACUSE
James M. Sullivan, President
Syracuse FEA
U.S. Attorney for Northern District of New York
Box 1258, Federal Bldg.
Syracuse, N. Y. 13201

TAMPA
Lawrence M. Dye, President
Tampa Bay Area Association of Federal Administrators
U. S. Weather Bureau
Tampa International Airport
Tampa, Fla.

TOPEKA
Lorin E. Sibley, President
Federal Executive Association
State Director
Savings Bond Division
Treasury Department
302 VFW Bldg.
214 W. Sixth St.
Topeka, Kansas 66603

TRENTON
Captain Robert V. Hayes
Chairman
Central & Southern N. J. FEA
Commanding Officer
Naval Air Propulsion Test Ctr.
Trenton, N. J. 08628

WICHITA
Ernest R. Ausherman, President
Wichita FEA
Manager, Employee Relations
Personnel Division, Wichita Regional Office
U. S. Postal Service
Wichita, Kansas 67225

WILKES-BARRE
Thomas V. Tinsley
President
Wilkes-Barre Federal Officials Association
Field Audit Group Supervisor
Internal Revenue Service
P. O. Box 477
Wilkes-Barre, Pa. 18703

YAKIMA
A. E. McKee, President
Federal Executive Assoc. of Yakima County
Yakima Area Supervisor, Processed Product Inspection Branch, Consumer & Mktg. Service
212 Liberty Blvd.
Yakima, Wash. 98901

YPSILANTI
Colonel Kenneth Macek
President
Ann Arbor Area Federal Officials Association
Professor of Military Science
Eastern Michigan University
Ypsilanti, Mich. 48197

WAGE AND HOUR AND PUBLIC CONTRACTS
DIVISION AREA DIRECTORS

In general, most employees engaged in, or producing goods for, interstate commerce or those employed in certain large enterprises must receive the minimum wage in accord with the Fair Labor Standards Act. However, there are some exceptions for learners, apprenticeships, messengers, handicapped workers, and full-time students employed in retail or service establishments.

For specific answers to employers' questions regarding the applicability of minimum wage standards in the hiring of young people for summer jobs, youth coordinators should contact the official representatives of the Wage and Hour and Public Contracts Division of the U. S. Department of Labor. These representatives for some of the larger cities are:

ALBUQUERQUE
William G. Thurman
Area Director
307 Federal Bldg.
421 Gold, S. W.
Albuquerque, N.M. 87101
Tel: 505/247-843-0311, X-2477

ATLANTA
LeRoy Reid
Area Director
401 Home Federal Savings
& Loan Building
74 Forsyth Street, N. W.
Atlanta, Ga. 30303
Tel: 404/526-6396

BALTIMORE
Hillard Curland
Area Director
1033 Federal Office Bldg.
31 Hopkins Plaza, Charles Ctr.
Baltimore, Md. 21201
Tel: 301/962-2265

BATON ROUGE
Donald E. Zimpfer
Area Director
Room 216-B, Hoover Bldg.
8312 Florida Blvd.
Baton Rouge, La. 70806
Tel: 504/348-4239

BIRMINGHAM
Hansel J. Hunter
Area Director
McCauley Bldg.
1917 Fifth Ave., South
Birmingham, Ala. 35233
Tel: 205/325-3352

BOSTON
George J. Regan
Area Director
Rooms 401-405
38 Chauncy Street
Boston, Massachusetts 02111
Tel: 617/223-6751

BROOKLYN
Joseph Shaffer
Area Director
Room 631
271 Cadman Plaza East
Brooklyn, N.Y. 11201
Tel: 212/596-3160

BRONX
Abraham Klainbard
Area Director
Room 4
881 Gerard Avenue
Bronx, N. Y. 10452
Tel: 212/992-1235

BUFFALO
Edward J. McNamara
Area Director
431 Federal Office Bldg.
121 Ellicott St.
Buffalo, N. Y. 14203
Tel: 716/842-3210

CHARLESTON
Bill A. Belt
Area Director
4412 Federal Office Bldg.
& Courthouse
500 Quarrier St.
Charleston, W. Va. 25301
Tel: 304/343-1348

CHARLOTTE
Fred E. Carlock
Area Director
401 BSR Building
316 E. Morehead St.
Charlotte, N. C. 28202
Tel: 704/372-7431

CHICAGO
Robert A. Goldstein
Area Director
4032 N. Milwaukee Ave.
Chicago, Ill. 60641
Tel: 312/539-2909

Daniel P. New
Area Director
8108 S. Western Ave.
Chicago, Ill. 60620
Tel: 312/436-5355

CINCINNATI
Glenn P. Fierst
Area Director
1010 Federal Office Bldg.
550 Main St.
Cincinnati, Ohio 45202
Tel: 513/684-2942

CLARKSBURG
Robert E. Lamb
Area Director
3rd Floor Schroath Bldg.
229 Washington Ave.
Clarksburg, W. Va. 26301
Tel: 304/624-1311

CLEVELAND
(Cleveland West)
Robert F. Pietrykowski
Area Director
Room 813, Federal Bldg.
1240 E. 9th St.
Cleveland, Ohio 44199
Tel: 216/522-3892

(Cleveland South)
Napoleon A. Tardif
Area Director
5225 Warrensville Center Rd.
Cleveland, Ohio 44137
Tel: 216/522-3890

COLLEGE PARK
Morris Terkeltaub
Area Director
Williamsburg Bldg.
4500 Lehigh Road
College Park, Md. 20740
Tel: 301-779-7200

COLUMBIA
Richard F. Gardner
Area Director
Room 202-C, Federal Bldg.
910 Sumter St.
Columbia, S. C. 29201
Tel: 803/253-3423

COLUMBUS
Francis L. Gillespie
Area Director
202 Internal Revenue Bldg.
15th St. and 3rd Ave.
Columbus, Ga. 31902
Tel: 404/322-7783

COLUMBUS
Karl A. Jemison
Area Director
213 Bryson Bldg.
700 Bryden Road
Columbus, Ohio 43215
Tel: 614/469-5677

CORPUS CHRISTI
James F. Dickson
Area Director
212 Kaffie Bldg.
205 N. Chaparral St.
Corpus Christi, Texas 78401
Tel: 512/883-5249

DALLAS
Edgar M. Weimar
Area Director
Commerce Bldg., Rm. 1007
1416 Commerce St.
Dallas, Texas 75201
Tel: 214/749-3324, Ext. 3325

DENVER
Charles G. Fitzpatrick
Area Director
379 New Customs House
721 19th St.
Denver, Colorado 80202
Tel: 303/837-4405

DES MOINES
Paul A. Lynn
Area Director
638 Federal Bldg.
210 Walnut St.
Des Moines, Iowa 50309
Tel: 515/284-4625 or 4626

DETROIT
(Detroit West)
Frank C. Modetz
Area Director
2nd Floor
15732 W. Grand River Ave.
Detroit, Mich. 48224
Tel: 313/272-5650

(Detroit East)
Arthur H. Buchman
Area Director
16641 E. Warren Ave.
Detroit, Mich. 48224
Tel: 313/881-9755

DISTRICT OF COLUMBIA
Charles M. Angell
Regional Director
Rm. 1524, Jefferson Bldg.
1015 Chestnut St.
Philadelphia, Pa. 19107
Tel: 215/597-7550

EL PASO
Lawson A. Wood
Area Director
Suite 1103, Mills Bldg.
303 N. Oregon St.
El Paso, Texas 79901
Tel: 915/533-9351, Ext. 5246

FORT LAUDERDALE
Rufus L. Stokes
Area Director
Room 14, Romark Bldg.
3521 W. Broward Blvd.
Fort Lauderdale, Fla. 33312
Tel: 305/350-7251

FORT WORTH
L. C. Chandler
Area Director
819 Taylor St., Rm. 7A12
Fort Worth, Texas 76102
Tel: 817/334-4211, Ext. 2678

GRAND RAPIDS
Gordon L. Claucherty
Area Director
62-A Keeler Bldg.
60 Division Ave., North
Grand Rapids, Mich. 49502
Tel: 616/456-2338

GREENSBORO
Raymond G. Cordelli
Area Director
220 Federal Bldg.
324 Market Street
Greensboro, N. C. 27402
Tel: 919/275-9494

HARLINGEN
Alfred A. Ramsey
Area Director
Fletcher Bldg.
209 N. First Street
Harlingen, Texas 78550
Tel: 512-GA-3-0536

HARRISBURG
David Feinberg
Area Director
Room 774, Federal Bldg.
228 Walnut St.
Harrisburg, Pa. 17108
Tel: 717/782-4539

HARTFORD
John J. Reardan
Area Director
305 Post Office Bldg.
135 High Street
Hartford, Conn. 06101
Tel: 203/244-2660

HATO REY
Pedro Montes-Hernandez
Area Director
Pan Am Building, Suite 310
255 Ponce de Leon Ave.
Hato Rey, P. R. 00917
Tel: 765-0404, Ext. 263/463

HEMPSTEAD
Joseph F. Gorga
Area Director
Street Floor
159 N. Franklin St.
Hempstead, L.I., N.Y. 11550
Tel: 516/481-0582

HOLLYWOOD
Robert Sturgis
Area Director
Hollywood First National Bank Bldg., Room 504
6777 Hollywood Blvd.
Hollywood, Cal. 90028
Tel: 213/462-3373

HONOLULU
Thomas N. Moriki
Area Director
Room 614
1833 Kalakaua Ave.
Honolulu, Hawaii 96815
Tel: 220/588-264 or 265

HOUSTON
(Houston West)
William H. Lemons
Area Director
Room 200 Federal Bldg.
2320 LaBranch St.
Houston, Texas 77004
Tel: 713/226-4304

(Houston East)
Karle G. Berg
Area Director
413 Old Federal Bldg.
201 Fannin St.
Houston, Texas 77002
Tel: 713/226-0611, Ext. 4308

INDIANAPOLIS

Kenneth J. Graue
Area Director
409 Federal Bldg.
Indianapolis, Ind. 46204
Tel: 317-633-8425, Ext. 26

JACKSON

Joseph C. Massey
Area Director
675 Milner Bldg.
210 South Lamar St.
Jackson, Miss. 39201
Tel: 601/948-2349

JACKSONVILLE

Laban F. Chappell
Area Director
552 New Federal Building
400 West Bay Street
Jacksonville, Fla. 32202
Tel: 904/791-2489

JERSEY CITY

Frank B. Mercurio
Regional Director
907 U.S. Parcel Post Bldg.
341 Ninth Avenue
New York, N. Y. 10001
Tel: 212/971-7556

KANSAS CITY

Rex L. Wayman
Area Director
241 U. S. Court House
811 Grand Avenue
Kansas City, Mo. 64106
Tel: 816/374-5721

KNOXVILLE

Lillard Trice
Area Director
Room 802
706 Walnut Street, S. W.
Knoxville, Tenn. 37902
Tel: 615/524-4246

LEXINGTON

Ernest C. Orr
Area Director
Fuller Building
120 W. Second
Lexington, Ky. 40507
Tel: 606/252-2575

LITTLE ROCK

Bill D. Guse
Area Director
3527 Federal Office Bldg.
700 W. Capitol Ave.
Little Rock, Ark. 72201
Tel: 501/372-5292

LONG BEACH

James L. Murray
Area Director
4134 Atlantic Ave.
Long Beach, Calif. 90807
Tel: 213/426-3381

LOS ANGELES

George W. Vaughan
District Director
7714 Federal Building
300 N. Los Angeles St.
Los Angeles, Calif. 90012
Tel: 213/688-4974

Carl M. Oelrich
Area Director
3064 Federal Building
300 N. Los Angeles St.
Los Angeles, Calif. 90012
Tel: 213/688-4957

LOUISVILLE

Richard D. Robinette
Area Director
187-E Federal Bldg.
600 Federal Place
Louisville, Ky. 40202
Tel: 502/582-5226

MADISON

Jerome Estock
Area Director
114 Lincoln Building
303 Price Place
Madison, Wisc. 53705
Tel: 608/256-4721

MANCHESTER

Arthur B. Learmonth
Area Director
1270 Elm Street
Manchester, N.H. 03101
Tel: 603/669-7716

MAYAGUEZ

Eddie Bonar-Antonetti
Area Director
Americo Marin Bldg.
105 E. Mendez Vigo St.
Mayaguez, P.R. 00708
Tel: 832-3495

McKEESPORT

Joseph J. Sambolt
Area Director
306 Ringgold Street
McKeesport, Pa. 15132
Tel: 412/673-9703

MEMPHIS

Robert L. Sawyer
Area Director
486 Federal Office Bldg.
167 N. Main St.
Memphis, Tenn. 38103
Tel: 901/534-3418

MIAMI

Clem J. Denicke
Area Director
1527 Federal Office Bldg.
51 S.W. First Ave.
Miami, Fla. 33130
Tel: 305/350-5767

MILWAUKEE

Edmund Shedd
Area Director
535 Grain Exchange Bldg.
741 N. Milwaukee St.
Milwaukee, Wisc. 53202
Tel: 414/272-8600, Ext. 3585

MINNEAPOLIS

Donald Essig
Area Director
117 Federal Bldg.
110 S. Fourth St.
Minneapolis, Minn. 55401
Tel: 612/334-2594, Ext. 95

MOBILE

Charles A. Roberts
Area Director
Rooms 406-408
951 Government Street Bldg.
951 Government Street
Mobile, Ala. 36604
Tel: 205/433-3205

MONTGOMERY
Dalton O. Blake
Area Director
421 South McDonough St.
Montgomery, Ala. 36104
Tel: 205/263-7346

NASHVILLE
Claiborne W. Carden
Area Director
Room 610
1720 West End Bldg.
1720 West End Ave.
Nashville, Tenn. 37203
Tel: 615/242-5452

NEWARK
Hugo C. Sica
Area Director
970 Broad St., Rm. 836
Newark, N. J. 07102
Tel: 201/645-2279

NEW ORLEANS
John T. Radovich, Jr.
Area Director
632 Federal Building
600 South Street
New Orleans, La. 70130
Tel: 504/527-6171

NEW YORK
Benjamin Rothstein
Area Director
26 Fed. Plaza, Rm. 2946
New York, N. Y. 10007
Tel: 212/264-8185

Alfred S. Bell
Area Director
Room 806
450 Seventh Ave.
New York, N. Y. 10001
Tel: 212/971-5563

OAKLAND
Earl L. Henderson
Area Director
354 -21st St., Rm. 412
Oakland, Calif. 94612
Tel: 415/273-7146 or 7147

OKLAHOMA CITY
Shirley C. Thorne
Area Director
Rm. 210, Post Office Bldg.
3rd & Robinson Streets
Oklahoma City, Okla. 73102
Tel: 405/236-2587

OMAHA
Floyd L. Wilson
Area Director
2118 Federal Bldg.
215 N. 17th Street
Omaha, Neb. 68102
Tel: 402/221-4682

ORLANDO
William C. Truman
Area Director
Room 309
Orlando Professional Ctr.
22 W. Lake Beauty Drive
Orlando, Fla. 32806
Tel: 904/377-2255

PATERSON
Leonard R. Jacoby
Area Director
133 Ellison St.
Paterson, N.J. 07505
Tel: 201/278-9500, Ext. 203

PHILADELPHIA
John A. Craven, Jr.
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700 Penn Square Bldg.
1317 Filbert Street
Philadelphia, Pa. 19107
Tel: 215/597-4950

PHOENIX
John Breen
Area Director
Park Plaza Bldg.
1306 N. First St.
Phoenix, Ariz. 85004
Tel: 602/261-4224

PITTSBURGH
Hyman Richman
Area Director
702 Federal Bldg.
1000 Liberty Ave.
Pittsburgh, Pa. 15222
Tel: 412/644-2996

PITTSFIELD
Stanley C. Wollaston
Regional Director
John F. Kennedy Federal Bldg.
Government Center
Boston, Mass. 02203
Tel: 617/223-6716

PORTLAND
Philip Schilling
Area Director
204 Federal Building
76 Pearl Street
Portland, Maine 04112
Tel: 207/775-3344

PORTLAND
Donald W. Henry
Area Director
317 The Pioneer Courthouse
520 S. W. Morrison
Portland, Oregon 97204
Tel: 503/226-3724

PRINCE GEORGE'S COUNTY
Charles M. Angell
Regional Director
Rm. 1524, Jefferson Bldg.
1015 Chestnut St.
Philadelphia, Pa. 19107
Tel: 215/597-7550

PROVIDENCE
John S. Dawber
Area Director
210-212 John E. Fogarty
Federal Bldg.
24 Weybosset Street
Providence, R. I. 02903
Tel: 401/528-4378

RALEIGH
Julian E. Parker
Area Director
Room 374, Federal Building
310 New Bern Avenue
Raleigh, N. C. 27611
Tel: 755/4190

RICHLAND
Howard Peterson
Area Director
1821 Smith Tower Bldg.
506 Second Ave.
Seattle, Wash. 98104
Tel: 206/583-4482

RICHMOND
Robert F. Ferguson, Jr.
Area Director
10-016 Federal Building
400 N. Eighth St.
Richmond, Va. 23219
Tel: 703/782-2995

RIVERSIDE
Theodore Revak
Area Director
7238 S. Painter Ave., Rm. E
Whittier, Calif. 90602
Tel: 213/698-7951

ROANOKE
David E. Pickard
Area Director
609-13 Peoples Fed. Bldg.
101 S. Jefferson St.
Roanoke, Va. 24011
Tel: 703/343-6368

ROCHESTER
Edward J. McNamara
Area Director
431 Federal Office Bldg.
121 Ellicott St.
Buffalo, N. Y. 14203
Tel: 716/842-3210

ST. LOUIS
Jack R. Younce
Area Director
210 N. 12th St.
Room 563
St. Louis, Mo. 63101
Tel: 314/622-4706

SACRAMENTO
William C. Buhl
Area Director
8410 Federal Bld. & U. S.
Courthouse Building
650 Capitol Avenue
Sacramento, Calif. 95814
Tel: 916/449-2346

SALT LAKE CITY
Donald D. Drew
Area Director
3207 Federal Office Bldg.
125 S. State Street
Salt Lake City, Utah 84111
Tel: 801/524-5706

SAN ANTONIO
Harry B. Nunn, Jr.
Area Director
403 Kallison Bldg.
434 S. Main Avenue
San Antonio, Texas 78204
Tel: 512/225-5511, Ext. 4304

SAN FRANCISCO
John M. Silver
Area Director
Federal Office Building
50 Fulton St., Rm. 170
San Francisco, Calif. 94102
Tel: 415/556-6815

SAVANNAH
William A. Savage
Area Director
210 U.S. Post Office Bldg.
State and Bull Streets
Savannah, Ga. 31402
Tel: 912/232-4222

SEATTLE
Gladys I. Guy
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1821 Smith Tower Bldg.
506 Second Ave.
Seattle, Wash. 98104
Tel: 206/583-4482

SHREVEPORT
Kenneth G. Swartz
Area Director
511 Ricou-Brewster Bldg.
425 Milam Street
Shreveport, La. 71101
Tel: 318/425-6652

SOUTH BEND
John A. J. Solbeck
Area Director
406 Commerce Building
103 West Wayne Street
South Bend, Ind. 46601
Tel: 219/234-7273

SPRINGFIELD
Harry Neubas
Area Director
716 Myers Building
101-107 Fifth Street
Springfield, Ill. 62701
Tel: 217/525-4060/4061

SPRINGFIELD
Joseph T. Masucci
Area Director
340 Federal Office Bldg.
& Courthouse
436 Dwight Street
Springfield, Mass. 01103
Tel: 413/781-2353

SYRACUSE
George Hopkins
Area Director
O'Donnell Building
321 Erie Blvd., West
Syracuse, N. Y. 13202
Tel: 315/473-3583

TAMPA
Delbert L. Coleman
Area Director
505 New Federal Bldg.
500 Zack Street
Tampa, Fla. 33602
Tel: 813/228-7101

TRENTON
Leon Rosenberg
Area Director
143 East State St.
Trenton, N. J. 08608
Tel: 609/599-3382/3383

TULSA
Samuel H. Bond
Area Director
Federal Building, Rm. 307
333 West Fourth St.
Tulsa, Okla. 74103
Tel: 918/584-7151, Ext. 7696

WACO
Ben W. Ferrell
Area Director
621 Professional Building
5th and Franklin Streets
Waco, Texas 76701
Tel: 817/756-6296

WHITTIER
Theodore Revak
Area Director
Main Floor
7238 S. Painter Avenue
Whittier, Calif. 90602
Tel: 213/247-2202 (ask for
793-5839)

WICHITA
Walter S. Gick
Area Director
411 Beacon Building
116 South Main Street
Wichita, Kansas 67202
Tel: 316/267-6466

WILKES-BARRE
Daniel V. Foster, Jr.
Area Director
Wyoming Valley Veterans Bldg.
19 North Main Street
Wilkes-Barre, Pa. 18701
Tel: 717/825-6316

CONSUMER FOOD PROGRAM

For information on food assistance which may be available for youth activities, youth coordinators should first contact the District Offices of the U. S. Department of Agriculture Food and Nutrition Service. Within each State the Commondity Distribution Program is directly handled by various agencies. Individuals to contact at both the District and State levels are listed below:

Northeast: Wallace F. Warren, Director, Food and Nutrition Service, USDA, 26 Federal Plaza, Room 1611, New York, New York 10007. Tel: 212/264-1194 or 1195.

States Served: Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, West Virginia

Southeast: Russell H. James, Director, Food and Nutrition Service, USDA, 1795 Peachtree Road, N. E., Room 302, Atlanta, Georgia 30309. Tel: 404/526-5131.

States Served: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, Puerto Rico, South Carolina, Tennessee, Virgin Islands, Virginia

Midwest: Dennis M. Doyle, Director, Food and Nutrition Service, USDA, 536 South Clark Street, Chicago, Illinois 60605. Tel: 312/353-6664 or 6665.

States Served: Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin

Southwest: Martin D. Garber, Director, Food and Nutrition Service, USDA, 500 South Ervay Street, Room 3-127, Dallas, Texas 75201. Tel: 214/749-2877 or 2878.

States Served: Arkansas, Colorado, Kansas, Louisiana, New Mexico, Oklahoma, Texas

Western: Charles M. Ernst, Director, Food and Nutrition Service, USDA, Appraisers' Building, Room 734, 630 Sansome Street, San Francisco, California 94111. Tel: 415/556-4951 or 4952.

States Served: Alaska, American Samoa, Arizona, California, Guam, Hawaii, Idaho, Montana, Nevada, Oregon, Trust Territory of the Pacific Islands, Utah, Washington, Wyoming

List of State Distributing Agencies starts on next page.

STATE DISTRIBUTING AGENCIES, COMMODITY DISTRIBUTION PROGRAM

(Address correspondence to Director, Commodity Distribution Division)

ALABAMA
State Department of Pensions
and Security
Administrative Bldg., 5th Floor
64 N. Union Street
Montgomery, Alabama 36104

ALASKA
Department of Administration
Pouch C
Juneau, Alaska 99801

AMERICAN SAMOA
Department of Education
Pago Pago, Tutuila
American Samoa 96920

ARIZONA
State Dept. of Public Welfare
1921 N. 22nd Avenue
Phoenix, Arizona 85009

ARKANSAS
State Dept. of Public Welfare
P. O. Box 5254
North Little Rock, Ark. 72115

CALIFORNIA
State Department of Education
721 Capitol Mall, Room 314
Sacramento, California 95814

County of Los Angeles
County of Los Angeles Purchasing
and Store Department
2011 N. Soto Street
Los Angeles, California 90032

COLORADO
Department of Social Services
1600 Sherman Street
Denver, Colorado 80203

CONNECTICUT
Dept. of Finance and Control
460 Silver Street
Middletown, Connectict 06458

DELAWARE
Department of Public Welfare
P. O. Box 309
Wilmington, Delaware 19889

DISTRICT OF COLUMBIA
Public Schools of D. C.
415 12th Street, N. W.
Room 806
Washington, D. C. 20004

FLORIDA
Dept. of Health and Rehabilitative Services
P. O. Box 2050
Jacksonville, Florida 32203

GEORGIA
State Annex Bldg., Rm. 215
156 Trinity Avenue, S. W.
Atlanta, Georgia 30303

GUAM
Department of Education
Government of Guam
P. O. Box DE
Agana, Guam 96910

HAWAII
State Department of Education
Business Division
P. O. Box 2360
Honolulu, Hawaii 96804

IDAHO
Department of Public Assistance
Box 1189
Boise, Idaho 83701

ILLINOIS
State Dept. of Public Instruction
State House
Indianapolis, Indiana 46204

IOWA
State Dept. of Social Services
Lucas State Office Building
Des Moines, Iowa 50319

KANSAS
State Dept. of Social Welfare
State Office Building
Topeka, Kansas 66612

KENTUCKY
State Dept. of Agriculture
Capitol Annex
Frankfort, Kentucky 40601

LOUISIANA
State Dept. of Public Welfare
P. O. Box 4065, Capitol Annex
Baton Rouge, Louisiana 70804

MAINE
State Department of Education
State House
Augusta, Maine 04330

MARYLAND
State Department of Education
301 West Preston Street
Baltimore, Maryland 21201

MASSACHUSETTS
State Department of Education
182 Tremont Street
Boston, Massachusetts 02111

MICHIGAN
State Dept. of Social Services
Lewis Cass Bldg., 4th Floor
Lansing, Michigan 48913

MINNESOTA
State Department of Education
State Centennial Bldg., 4th Floor
St. Paul, Minnesota 55101

MISSISSIPPI
State Department of Education
Woolfolk State Building
P. O. Box 771
Jackson, Mississippi 39205

MISSOURI
State Department of Public
Health and Welfare
State Office Building
Jefferson City, Missouri 65102

MONTANA
State Dept. of Administration
State Capitol Building
Helena, Montana 59601

NEBRASKA
Department of Public Welfare
State Capitol Building
Lincoln, Nebraska 68509

NEVADA
State Department of Education
Heroes Memorial Building
Room 208
Carson City, Nevada 89701

NEW HAMPSHIRE
Department of Administration
and Control
12 Hills Avenue
Concord, N. H. 03301

NEW JERSEY
Agricultural Commodity
Distribution Section
Division of Purchas and Property
605 South Broad Street
Trenton, New Jersey 08638

NEW MEXICO
Health and Social Services
Department
Box 1968
Albuquerque, N. M. 87103

NEW YORK
Office of General Services
Executive Department
Building No. 18
State Office Building Campus
Albany, New York 12226

NORTH CAROLINA
State Dept. of Agriculture
119 Agriculture Building
Raleigh, N. C. 27602

NORTH DAKOTA
State Dept. of Public Instruction
State Capitol Building
Bismarck, N. D. 58501

OHIO
Department of Public Welfare
80 South 6th Street
Columbus, Ohio 43215

OKLAHOMA
Department of Public Welfare
P. O. Box 25352
Oklahoma City, Okla. 73125

OREGON
Department of General Services
Surplus Property Section
1225 Ferry Street, S. E.
Salem, Oregon 97310

PENNSYLVANIA
Department of Property and
Supplies
2221 Forster Street
Harrisburg, Pa. 17125

PUERTO RICO
Dept. of Social Services
Commonwealth of Puerto Rico
1671 Ponce de Leon Avenue
Stop 24 -- P. O. Box 11697
Santurce, P. R. 00910

RHODE ISLAND
General Service Rotary Fund
General Store Building
Howard, R. I. 02834

SOUTH CAROLINA
State Department of Education
916 Rutledge Building
Columbia, S. C. 29201

SOUTH DAKOTA
State Department of Public
Instruction
State Capitol Building
Pierre, S. D. 57501

TENNESSEE
State Dept. of Agriculture
Ellington Agriculture Center
P. O. Box 9039, Melrose Station
Nashville, Tennessee 37204

TEXAS
State Dept. of Public Welfare
J. H. Reagen Building
Room 413
Austin, Texas 78711

TRUST TERRITORIES OF THE PACIFIC
Office of the High Commissioner
Trust Territories of the Pacific
Saipan, Mariana Islands 96950

UTAH
State Dept. of Public Welfare
223 State Capitol Building
Salt Lake City, Utah 84114

VERMONT
Department of Administration
State Administration Building
Montpelier, Vermont 05603

VIRGINIA
State Department of Agriculture
203 N. Governor Street
Richmond, Virginia 23219

VIRGIN ISLANDS
Department of Social Welfare
Charlotte Amalie
St. Thomas, Virgin Islands 00801

WASHINGTON
Department of General
Administration
4140 E. Marginal Way South
Seattle, Washington 98134

WEST VIRGINIA
Department of Welfare
3624-C MacCorkle Avenue, S. E.
Charleston, West Virginia 25304

WISCONSIN
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

WYOMING
State Department of Education
State Capitol Building
Cheyenne, Wyoming 82001

NATIONAL FORESTS CAMPS

For information on available camping space at National Forests, youth coordinators should contact the Regional Foresters listed below:

Region I: Neal M. Rahm, Federal Building, Missoula, Montana 59801. Tel: 406/549-3379.

States Served: Idaho, Montana, Washington.

Region II: Bill Lucas, Federal Center, Building 85, Denver, Colorado 80225. Tel: 303/233-6841.

States Served: Colorado, Nebraska, South Dakota, Wyoming.

Region III: William D. Hurst, 517 Gold Avenue, S. W., Albuquerque, New Mexico.
Tel: 505/843-2401.

States Served: Arizona, New Mexico, Texas, Oklahoma.

Region IV: Vernon Hamre, 324 25th Street, Odgen, Utah 84401. Tel: 801/399-6201.

States Served: Idaho, Nevada, Utah, Wyoming.

Region V: Douglas Leisz, 630 Sansome Street, San Francisco, California 94111.
Tel: 415/556-4310.

States Served: California.

Region VI: Charles A. Connhaughton, P. O. Box 3623, Portland, Oregon 97208.
Tel: 503/226-2101.

States Served: Oregon, Washington.

Region VII: Theodore Schlapfer, 50 Seventh Street, N. E., Atlanta, Georgia 30323.
Tel: 404/526-5177.

States Served: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia.

Region VIII: J. Cravens, 633 West Wisconsin Avenue, Milwaukee Wisconsin 53203.
Tel: 414/272-3600.

States Served: Illinois, Indiana, Ohio, Michigan, Minnesota, Missouri, Maine, New Hampshire, Pennsylvania, Vermont, West Virginia, Wisconsin.

Region IX: (VACANT) Federal Office Building, P. O. Box 1628, Juneau, Alaska 99801.
Tel: 907/586-7263.

States Served: Alaska.

BUREAU OF OUTDOOR RECREATION STATE LIAISON OFFICERS

(Where an asterisk appears, copies of all correspondence are to be sent to those persons.)

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POVERTY INDEXES

The following tables developed for the Neighborhood Youth Corps should be used for determining family income below the poverty level.

Family Size	Income (Non-Farm)	Income (Farm)
1	$1,800	$1,500
2	$2,400	$2,000
3	$3,000	$2,500
4	$3,600	$3,000
5	$4,200	$3,500
6	$4,800	$4,000
7	$5,400	$4,500
8	$6,000	$5,000
9	$6,600	$5,500
10	$7,200	$6,000
11	$7,800	$6,500
12	$8,400	$7,000
13	$9,000	$7,500

For families with more than 13 members, add $600 for each additional member in a non-farm family and $500 for each additional member in a farm family.

Poverty Index for Alaska

Family Size	Income (Non-Farm)	Income (Farm)
1	$ 2,250	$1,875
2	$ 3,000	$2,500
3	$ 3,750	$3,125
4	$ 4,500	$3,750
5	$ 5,250	$4,375
6	$ 6,000	$5,000
7	$ 6,750	$5,625
8	$ 7,500	$6,250
9	$ 8,250	$6,875
10	$ 9,000	$7,500
11	$ 9,750	$8,125
12	$10,500	$8,750
13	$11,250	$9,375

For families with more than 13 members, add $750 for each additional member in a non-farm family and $625 for each additional member in a farm family.

Poverty Index for Hawaii

Family Size	Income (Non-Farm)	Income (Farm)
1	$ 2,100	$1,725
2	$ 2,800	$2,300
3	$ 3,500	$2,875
4	$ 4,200	$3,450
5	$ 4,900	$4,025
6	$ 5,600	$4,600
7	$ 6,300	$5,175
8	$ 7,000	$5,750
9	$ 7,700	$6,325
10	$ 8,400	$6,900
11	$ 9,100	$7,475
12	$ 9,800	$8,050
13	$10,500	$8,625

For families with more than 13 members, add $700 for each additional member in a non-farm family and $575 for each additional member in a farm family.

TAX BREAK FOR STUDENTS HOLDING SUMMER JOBS

Students get some breaks on their earnings from summer jobs or part-time work under 1969 amendments to the income tax law.

Summer Jobs, Taxes. One provision, effective May 1, permits a student or any other taxpayer to avoid having income taxes withheld from his pay if he owed no tax in 1969 and expects to own none for 1970. Thus he does not have to go without part of his earnings until time to file for a refund early in 1971.

More tax-free income. Two other provisions of the new tax law will benefit students, and many others. One increases a taxpayer's exemption from $600 to $625. The second replaces the former minimum standard deduction of $300 with a low-income allowance, or deduction, of $1,000. Thus income is not taxable until it reaches $1,725 in 1970, compared with $900 in 1969.

Return. The new law also liberalizes the requirement for filing income tax returns with the Internal Revenue Service. Formerly a return had to be filed for income of $600 or more, even though no tax was due. Now, no return has to be filed if 1970 income is less than $1,700.

Withholding. Even though an employee is exempt from withholding of income tax, he still will receive a W-2 withholding form from his employer after the end of the year. That is because there is no exemption from the withholding of Social Security tax. The rate for 1970 is 4.8 per cent each on employee and employer, and in 1971 will be 5.2 per cent.

"I look upon the youth of today of every race and creed as a fountainhead of ideas, as an infinite reservoir of knowledge containing energy of solar dimensions.

"All of our hopes for the future are with them. . . ."

--Vice President Spiro T. Agnew, Chairman
President's Council on Youth Opportunity
February 21, 1970.

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